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ABSTRACT

Prepared as part of an evaluation report of a junior high school course in moral education (Skills for Ethical Action, SEA), this volume describes course implementation, acceptability, and effectiveness on a lesson by lesson basis. The purpose was to provide data for use by SEA program staff as they revised the course so that it would be more effective in a wider variety of school settings. SEA is an instructional program designed to teach seventh, eighth, and ninth grade students a strategy/process for acting ethically in their daily lives. The report is presented in four sections. Section one introduces the report. Section two outlines evaluation methods, with emphasis on classroom studies, external reviewers, affirmative action review, and recommendations. In section three, general findings are presented and revisions are suggested regarding teacher control of lesson presentations, student privacy rights, alternatives for various students, and materials design. The final section presents an overview of the current version of SEA. The document concludes with an appendix which comprises the bulk of the document and which offers lesson by lesson narratives and recommendations on specific points. For each lesson, information is presented on the general objectives, specific performance objectives, feedback on lesson effectiveness from the point of view of the teacher and students, teaching methods, materials, compliance of all aspects of the lesson with affirmative action stipulations, and recommendations for improvement. (DB)

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THE HANDS-OFF PILOT STUDY OF THE SKILLS FOR ETHICAL ACTION INSTRUCTIONAL MATERIALS

VOLUME II:

FORMATIVE EVALUATION

Submitted to

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by

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INTRODUCTION

This volume is the second part of a report on the hands-off pilot study of Skills for Ethical Action (SEA), an instructional program designed to teach seventh-, eighth-, and ninth-grade students a strategy, or process, that enables them to act ethically in their daily lives.[1] Since the fall of 1974, SEA has undergone a number of classroom tryouts for formative evaluation purposes and has been revised accordingly. All of these earlier tryouts have been conducted with some degree of participation by the SEA development staff in the classroom presentation of SEA. The present study differs from previous ones in that a variety of tryout sites were employed and in that the SEA development staff maintained a "hands-off" relation to the teachers and students participating in the study. The participating teachers received information from the SEA development staff concerning SEA presentations only when initially introducted to SEA in the site recruitment effort and when involved in the three-hour training/orientation session prior to any SEA lesson presentations.

Purposes of the Present Volume

This volume differs from the first volume primarily in terms of how the data from the study are used. In Volume I data were organized and analyzed to answer a set of questions that referred to the implementation,

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[1] "Ethical Action" is defined in SEA as action undertaken after objectively deciding what is fair, based on consideration of probable consequences to all persons, including oneself.

acceptability and effectiveness of the 1976-77 version of SEA, as revealed in specific cases of classroom use of the course. The intent behind Volume I was to provide portrayals of SEA as an instructional program in a variety of settings included in the description of the target population. In contrast, Volume II presents the use of most of the same data to identify the aspects of SEA that may need revision and to indicate what specific and/or general revisions should be recommended. Data are organized in a lesson-by-lesson fashion, rather than a classroom-by-classroom fashion, and they are analyzed to determine what should be done to improve SEA. In other words, Volume II presents the formative evaluation aspect of the hands-off pilot study.

Skills for Ethical Action, the 1976-77 Version

The version of SEA available for the hands-off pilot study consisted of 38 lessons, each designed for a half-hour instructional period and related to one another in a fixed order of presentation. Salient aspects of the program are the SEA strategy, the unit organization of the instruction, the objectives, and some characteristics of the SEA materials themselves. These topics are discussed in the following subsections.

The SEA strategy. The instructional core of the SEA program is a six-step strategy which combines actions consistent with self-held values, ethical decision making, and evaluation of completed actions.

In the first step, Identify the Value Problem, the students describe a situation that presents a problem or that indicates they (the students) are not doing enough to show that one of their values is meaningful. They name the value involved and then formally state their problem.

The second step, Think up Action Ideas, asks the students to brainstorm ideas for actions that might help them handle their problem. The students then check their action ideas to make sure they are stated specifically and are possible to implement.

Consider Self and Others is the third step of the strategy. Here the students think about how their action ideas might affect their own values, feelings, health and safety, and possessions. They also obtain information using course-taught methods about how others might be affected in these four areas. Finally, the students consider what might happen if everyone acted as they are thinking of acting.

The next step, Judge, asks the students to objectively review and summarize the information gathered in Step 3 and to judge whether their actions would be ethical, i.e., whether the actions would have mostly positive effects on everyone. They can change or reject those actions which they deem not ethical.

In the fifth step, Act, the students choose one of the actions judged to be ethical and make a commitment to carry out that action. They are also called upon to persevere until the action is completed.

In the final step of the strategy, Evaluate, the students examine the effects of the action they have completed and ask themselves whether it did indeed produce mostly positive effects on everyone. They also review how well they used each strategy step and examine the importance of the value which they acted upon.

The units of SEA instruction. The 38 SEA lessons were grouped sequentially into four units.

The first unit consisted of ten lessons. These lessons presented the student responsibilities in SEA, analyzed the SEA definition of "ethical action," and introduces the SEA strategy.

In the 11 lessons of the second unit, the students practiced using the strategy in a simulation involving four case studies about teenagers holding specified values. The practice involved working together on the cases with classmates in small groups on the cases, utilizing the strategy steps. The Act step was simulated by acting out the action in a drama form. The definition of "ethical action," and the dispositions of caring for others, of acting consistently with one's values, and of being fair in judging potential consequences were linked to the strategy steps. In addition, role-taking and decision-making skills were introduced.

The third unit contained nine lessons during which the students practiced using the strategy to handle a value problem from an actual situation of their own. The students were to expand their knowledge of their own values by ranking general value terms and were provided with further practice in application of the skills introduced earlier. This unit emphasized the subprocesses needed to complete each step of the strategy, and the students were expected to actually carry out the action they had decided was ethical.

In the final unit, the students were asked to use the strategy in order to make one of their own values more meaningful in their lives. The unit stressed the value-oriented initiation of the strategy use rather than the specific problem-oriented mode of the previous unit.

Again, the students were called upon to actually carry out the action. The concept of "others" was expanded to include persons beyond those immediately and obviously involved. The course ended with the attempt to have the students project future circumstances in which they might use the strategy. This unit consisted of eight lessons.

SEA objectives. Every SEA lesson was designed to achieve at least one specific objective, and these objectives were presented in the SEA Teacher's Manual along with the lessons to which they were related. However, more generally, SEA was designed to teach the strategy described previously. As the student practiced using the strategy, it was postulated that the strength of several values or dispositions would be increased also. These are the tendency to act on self-proclaimed values, concern for the welfare of others, and objectivity in decision making. Finally, in addition to fostering these dispositions, SEA was to develop the skills needed to use the strategy to translate values into actions which have been objectively considered and judged to have mostly positive effects on everyone, including oneself.

SEA materials. The instructional materials included cassette audio tapes from which 34 of the 38 SEA lessons could be presented to the class. (Although these taped lessons could be used, almost three-fourths of the parts of the 34 lessons allowed for presentation by the teacher instead of the tape.) The instruction on the tapes was provided in Units I and III by a male narrator who spoke slowly and in Units II and IV by a female narrator who spoke more rapidly. Also, the tape presentations included modeling of some of the content by boys and girls, some black, some white.

Finally, music was used as a part of each lesson introduction as well as during the times allowed on tape for student activity.

The lessons referred the students to visual materials in the form of 44 study book pages and three filmstrips which gave visual support to the primarily audio instruction. In addition, there were 21 worksheets to be completed in conjunction with the SEA lessons.

The SEA Teacher's Manual included suggestions for materials preparation, classroom arrangements, and the objectives and lesson plans for each of the 38 lessons. It also included outline descriptions of all presentation modes possible (tape, tape and teacher, or teacher) and suggestions for remedial activities. In addition, the Manual contained a reproduction of each audio script, annotated with suggested discussion questions, guidelines for teacher participation, and classroom management recommendations. Copies of student materials and tests and scoring directions for each of the four course tests were also included. In all, the SEA Teacher's Manual had about 680 typescript pages and was contained in a 2½ inch-thick, three-ring binder.

Contents of the Present Report

As was noted previously, this volume is a report on the use of data gathered in the hands-off study for the purposes of identifying the aspects of SEA which require revision in order to improve the product and of indicating the recommended revisions. In the methods section which follows, the sampling procedures, data collection and analysis methods employed for these purposes are described.

In the next two sections, the findings and revision recommendations are discussed and a description of the resultant revision of SEA is offered. The major portion of the reports is contained in the appendix, Lesson Analysis Narratives and Recommendations. These are arranged lesson-by-lesson and present the summarized data and revision recommendations which support the changes described earlier in the report.

METHODS

The formative evaluation was based primarily upon studies of the classroom use of SEA. However, the evaluation also drew upon reviews by educators outside of RBS and ongoing affirmative action checks conducted by SEA staff. Because these three sources of evaluative information required different methods, the following description of methods involves a subsection devoted to each source. The three subsections are Classroom Studies, External Reviews, and Affirmative Action Review. The final subsection, Making Final Recommendations, describes how the information obtained from the three sources was utilized in making the final recommendations for revising SEA materials.

Classroom Studies

The major source of information for the formative evaluation was the studies of the use of SEA in classes. The following paragraphs are devoted to a description of the sampling, arrangements for participation in the study, data collection procedures, and methods of data analysis.

Sampling. The target population for SEA was considered to be students in seventh-, eighth-, and ninth-grade classes. With the purpose of studying

SEA use by those students in a variety of school settings, recruitment efforts were designed to contact school personnel in a large city and its suburban districts. Specific procedures for sampling and arrangements for participation in the study are presented in the Methods section of Volume I of this report. However, the particular sample from which information was obtained for the present volume included four classes in addition to those in the sample for Volume I. Descriptive information concerning the sample is presented in Table 1. All classes completed all lessons of SEA, except the classes 1-1 and 1-2, which completed only Units I and II.

Arrangements for study participation. In order to become involved in presenting the SEA program to their classes, teachers had to be able to agree to present the full SEA program of 38 lessons and to assist the SEA field coordinator and evaluator in data collection. They also were required to participate in a three-hour training workshop prior to beginning the program. The workshop was designed to familiarize them further both with the SEA program, a part of which they were asked to experience as students, and with the data collection needs of the study.

In return RBS supplied the SEA materials free of charge and paid the teachers an honorarium for time required beyond normal preparation. Also, RBS indicated that steps would be taken to preserve the anonymity of the students, teachers, and schools involved in the study.

Data collection. The overall purpose of collecting data was to provide information in four areas. These areas were presentation, acceptability to the teachers, acceptability to students, and effectiveness. Information was obtained in each of these areas by a variety of methods.

TABLE 1

Descriptive Information Concerning the 1976-77 Sample

for Formative Evaluation of SEA

Characteristic	School-Class Code[a]								
	1-1/1-2	2-1	3-1/3-2	4-1	5-1/5-2	6-1	7-1	8-1	9-1
Volume I case study number	-	S8	S7-A/S7-B	S9	U7-A/U7-B	U8	U9	-	-
Location	Suburb	Suburb	Suburb	Suburb	Urban	Urban	Urban	Urban	Urban
Type	PN[b]	Cath	PN	PN	PN	PN	PN	PN	Magnet[c]
Class grade	8	8	7	9	7	8	9	7&8	7
Class size	21/18	18	29/29	27	30/35[d]	35	18	31	32
% non-white in class	0/0	6	0	0	33/33	100	100	100	59
Class verbal ability[e]	30/54	53	70/64	29	30/14	38	4	19&16	81

[a]The school-class code contains two numerals. The first numeral indicates the order in which the school became involved in the study, while the second number is merely for class identification purposes.

[b]"PN" is used as an abbreviation for public, neighborhood school.

[c]This "magnet" school selected volunteer students from across the large school district.

[d]About 20 percent of the students were shifted between the two classes.

[e]The figure given in the grade-related percentile rank of the class mean on the Verbal Part of the Cooperative School and College Ability Test, Series II (SCAT) administered by a member of the SEA staff prior to SEA instruction. Form 3A of the SCAT was used for all classes. Further information is presented in SCAT Series II: Handbook. Educational Testing Service; Princeton, N.J., 1967.

The first two areas of concern, presentation and acceptability to teachers, will be dealt with together. Information in this area was collected using four procedures -- the SEA teacher report, the periodic follow-up interview, classroom observations, and the final interview.

The participating SEA teachers completed a teacher's report form on each of the 38 lesson presentations. The teacher report form is contained in Appendix 2 in Volume I. Some parts of this form relate to how SEA was presented (e.g., time used and presentation difference from procedure in Manual), while others refer to issues of how the teacher perceived SEA (i.e., difficulty, any management problems, and others listed under "Checkpoints" at the bottom of the first page). The form also includes a question concerning changes the teacher wishes to recommend. All completed teacher report forms are maintained in the SEA project's files.

In order to review and clarify the teacher's reports on the lesson presentations and to obtain additional teacher input with regard to the progress of the course, the completed teacher report forms were collected and reviewed with the teacher in an interview conducted by the SEA field coordinator after every third to fourth lesson presentation. This interview session allowed the teacher to orally communicate perceptions of the course related to all the points on the teacher report form, to elaborate upon aspects of the instructional content, and to clarify evaluation checkpoints used. These sessions also allowed the teacher to communicate his/her perceptions of how the students were responding to the course. The comments provided by the teachers during the sessions were either added into the teacher's report for the lesson to which they referred, or, if

the comments were of a more general nature, placed in a separate interview report. Both the teacher's reports and the interview reports are maintained in the SEA project's files.

The third procedure, the classroom observation, served to collect more detailed information about how SEA was being presented than the teacher could be expected to remember. The observations were conducted by the SEA field coordinator, usually every third to fourth lesson presentation. On three occasions intervals between observations were longer, with up to six lessons intervening on one of those occasions. The SEA field coordinator focused on a number of events during the observed lesson presentations. These events fall into five categories: time, instructional mode, particular instructional and other modifications and/or elaborations on the lesson as depicted in the SEA Teacher's Manual, disruptions outside the presentation, and supplementary assignments. See Appendix 3 in Volume I for a more complete outline of the observation procedures.

An observation report was written soon after each lesson presentation. The heading of each report includes the unit and lesson number observed, the school-class codes, the presentation date, observer's name, number of students present, and the total time taken for that lesson. The instructional mode chosen and the time utilized for each lesson part were also noted. The main body of each report includes a description of the lesson presentation, except those aspects presented explicitly in the SEA Teacher's Manual. This description includes specification of place in the lesson where the event occurred, the specifics of what happened, an indication of the number of students involved, and the duration of the occurrence. All observation reports are maintained in the SEA project's files.

The final method used in the hands-off pilot study to gain information regarding the teacher's overall impressions of program-related events was an interview conducted by the SEA evaluator with the individual teacher after the program had been presented in its entirety. The final interview covered both presentation issues (such as what makeup procedures were used for absentees) and acceptability issues (such as perceptions of the value of SEA for the students and perceptions of the taped lessons). A final interview report was compiled based on the answers to these and other related topics, and is maintained in the SEA project's files. See Appendix 4 in Volume I for a complete listing of the questions asked in the final interview.

The three means for gathering information regarding students' acceptance of SEA were the collection of all the students' written SEA class work, a questionnaire administered to all the students upon completion of the program, and the classroom observations conducted by the SEA field coordinator every third to fourth lesson presentation. The classroom observations have been briefly described in the previous section and a more elaborate presentation is available in Appendix 3 of Volume 1.

The purpose of the End-of-Course Questionnaire was to measure three areas of student reponse: disposition, knowledge, and reaction to SEA. The dispositional and knowledge items all relate to SEA objectives achievement and are discussed in following paragraphs. The third area, student reaction to the program, covered a number of items in order to measure perceived value of effects, difficulty, hurt or upset caused, and interest. A copy of the End-of-Course Questionnaire and directions for scoring are

presented in Appendix 5 of Volume I. Individual item results were reported in terms of percent of the students giving each answer, and no total or overall score was obtained for this questionnaire. The results were reported and discussed in a report for each of the cases, which is maintained in SEA project's files.

All of the students' written work was examined by the development staff. The responses were summarized, by class, as to level of completion, quality, and sense of relationship to desired responses. They provided not only student acceptance information, but also a level of effectiveness data for the particular lesson part in which they occur. All of the students' written work and the summaries are maintained in the SEA project files.

Effectiveness in terms of achievement of objectives was studied by use of test items that were constructed to measure directly most of the specified objectives associated with SEA lessons. These items, along with the instructional objectives they were designed to measure and the directions for scoring the items, were reviewed for objective-item congruence by the SEA developer and two RBS evaluators not assigned to the SEA project. Where necessary, modifications were made in the item or the objective, to bring the two into agreement.

Items referenced to instructional objectives occurring in a given unit made up the tests for that unit. These tests were administered by the teacher both prior to and following presentations of the respective SEA units. With one exception, the same items appeared on both pre- and posttests, though the pretests were titled "Unit Pre-Questions" and the

posttests were called "Unit Tests." The one exception was the Unit I posttest, which included an additional item calling for specific names presented in the unit. Copies of each of the four posttests are presented in Appendix 6 of Volume I, along with a listing of related instructional objectives and scoring directions. For each test, the answers of at least five students in each of at least two classes were scored by two independent scorers. After a comparison of the results from the two scorers, scoring directions were clarified and additional double scorings were conducted where necessary to obtain a high degree of agreement. The remainder of the tests were scored by only one of the two scorers. The tests for Units II, III, and IV were scored by a person who was new to the clerical staff and knew very little about SEA or the meaning of the pre- and posttest labels. The Unit I test was scored by one of the SEA staff writers. Reports were written on the pre- and posttest performances of each class on each unit and are maintained in the SEA project's files.

The remaining SEA objectives-referenced items were administered as part of the End-of-Course Questionnaire. These are items 1, 2, 7, 8, and the "Test Question" on the third page of the questionnaire, which appears in Appendix 5 of Volume I. This questionnaire was administered by the evaluator soon after SEA presentation was completed. The items were scored by either the SEA field coordinator or the SEA evaluator according to the scoring directions, which are also presented in Appendix 5 of Volume I. Item 8, which relates to anticipated future use of the strategy, and the "Test Question," which has to do with recall of the strategy, were especially critical items in that they index degree of achievement of the objectives for which most other SEA objectives may be considered instrumental.

Data analysis. The data were organized by SEA lessons, so that data on that lesson from each of the classes could be easily compared with the same type of data from every other class. Using this organization of data for a given lesson, an SEA writer attempted to construct a complete analysis of that lesson's classroom use. The description is called an "Analysis Narrative" of the lesson.

The format of the Analysis Narratives involves three basic subsections: Effectiveness, Presentation, and Instruction. Effectiveness data are primarily obtained from the performance of students on the unit test item(s) or on the End-of-Course Questionnaire items that have direct reference to the objective(s) for that particular lesson. Also included as effectiveness data at times are teachers' comments related to lesson effectiveness, the SEA field coordinator's observations of students' responses to instruction, and summaries of students' written work as it pertains directly to the lesson's objectives.

The Presentation subsection of the Analysis Narrative includes the times used for presentations of the lesson, the presentation modes teachers used, any unexpected behavior of students during lesson presentation, and lesson changes recommended by the teachers. In general, the Presentation subsection is devoted to a description of the presentations of the lessons in general.

The Instruction subsection is an analysis of the presentation of each of the major parts of the lesson. It includes the teachers' ratings of the instructional quality of the part and their descriptions of any problems that arose in the pacing, content, etc. It also includes

observational reports of teacher and student behavior and summaries of related written work of the students.

Following each lesson analysis are the "Preliminary Recommendations." They are the lesson change recommendations made by the particular SEA writer who reviewed and presented all the data in the analysis. These recommendations are preliminary, because they are based only upon data from the classroom use study and because they are the result of only one SEA staff member's consideration. However, they serve as one of the major inputs to the development of the Final Recommendations, the procedures for which are described in the final subsection of this methods section.

External Reviews

The 1976-77 version of SEA and some aspects of the recent SEA revisions have undergone review by educators employed outside of RBS. Their roles in the review, as well as their particular positions of related expertise, are described in the following paragraphs.

The 1976-77 version of SEA was reviewed by a curriculum and instruction scholar who has published extensively in the area of moral education. He was asked to review the program orientation in fulfilling its objectives, the place of the program's intended outcomes in relation to moral education in general, and the usefulness of the program in the school curriculum.

A second reviewer was a school district-level administrator whose main concern was the social studies aspect of the curriculum in a large metropolitan school district. The SEA staff asked him to consider issues of implementation that would affect the potential for public school use of the 1976-77 version of SEA.

Because the area of moral values is a substantial aspect of religious orientations, the SEA staff also sought a review by a person or persons who would be qualified to judge any religious connotations that might be unsuitable for materials intended for public school use. Two scholars at a university-based center specializing in the relation between public education and religion took on that review task.

In addition to the above external reviews of the 1976-77 version of SEA, two of the teachers who presented SEA in their classrooms during the 1976-77 school year reviewed the analysis narratives, preliminary recommendations, and particular aspects of the instruction. One of the teachers was experienced in teaching urban, nonwhite students, while the other had provided a valuable level of detail in comments during the classroom use study.

Affirmative Action Review

The third source of review is the ongoing check for affirmative action aspects of the course, which was applied as the revisions of the 1976-77 version of SEA were being completed. The review procedures and standards are those developed by SEA staff following guidelines set by RBS.

First, there were counts across all materials of the race/ethnicity, sex, and any handicapped nature of the major, minor, and background characters; these counts are to ascertain that an appropriate diversity of individuals is represented among the characters. In addition, there was a check of the physical traits of those characters depicted in illustrative matter, to ensure absence of graphic stereotypes. Finally, the character's social relationships, activities, and personal traits were reviewed

to avoid stereotypes and to provide a balance in characterization. Standards involving language considerations were also applied to SEA materials. The main concern was how the audio script handled or excluded pronoun references.

The affirmative action review was conducted by the development staff. The writer of an individual lesson was responsible for completing a specially devised form which reflected compliance with the established guidelines. The project director reviewed and summarized this information from all lessons against the criteria for overall balance and made change recommendations as necessary. The completed forms are in the SEA project files.

Making the Final Recommendations

The final recommendations for revisions in SEA materials grew out of a group review process. The SEA development and evaluation staff reviewed the analysis narratives and preliminary recommendations from the classroom use studies, the external reviews, and the affirmative action information. Then there were group discussions of the implications and alternative revision possibilities. Finally, considering the outcomes of these discussions in relation to the SEA objectives and practical considerations, the SEA developer made the decisions concerning the final recommendations for revisions.

FINDINGS AND REVISIONS

The primary outcome of the data collection and analysis described above is the Lesson Analysis Narratives and Recommendations which comprise the major portion of this report and are contained in the appendix. Here the positive and problematic aspects of each SEA lesson are presented. The data elements are subsumed under the headings Effectiveness, Presentation

and Instruction. Following this array of lesson part-specific information are the Preliminary Recommendations based on the data summarization and Final Recommendations which also included other considerations contributing to the formulation of the narrative and recommendations. The general function and objectives of the revised lessons conclude each narrative section.

The lesson recommendations offer very specific points where the instruction in a given part should be modified in some respect as supported by the data analysis. The individual modifications cannot be summarized out of context in any useful fashion. However, looking across the lessons, certain recommendation trends or major change categories do emerge. A number of these trends also touch upon issues noted in the case studies, Volume I.

The major revision concerns for which an overview can be offered include teacher control of presentation and concomitant management issues, provision of alternatives for various student users, student privacy issues, provision of alternatives for various student users, student privacy rights, and design or format of the materials.

Presentation Mode

Several interesting points regarding the presentation mode alternatives were made by the teachers participating in the study. All were in favor of retaining the audio cassettes. The general consensus was based on the usefulness of having particularly difficult concepts presented accurately, the modeling offered, and the variety the tapes offered students. However, the teachers also thought that with more familiarity with the program they would opt for more teacher-led presentations. It was projected

that more provision for conducting a lesson themselves would also allow them to handle any negative reactions to taped presentations which might occur in individual classes. In addition, this option would permit the teacher to direct particular activities for which the potential for management problems in some classes was revealed during the study.

Apart from the presentation mode questions associated with the audio tapes were reports of negative reactions to the audio delivery styles of the narrators employed on the tapes. In production of the revised materials, greater attention has been given to this aspect of the audio portion of the instruction.

Student Considerations

As was noted above and in Volume I, the student users of the materials in the study came from diverse backgrounds and possessed a wide range of ability. The analyses, particularly of the student responses, lent support to revisions which would make the materials more suitable and meaningful to varied student populations.

Many of the concepts and lesson activities were exemplified through stories about, and on-tape modeling by, young persons. Some of these examples were reported as being inappropriate or unrealistic, particularly to nonwhite, urban students. In such cases the stories have been changed or modified using examples drawn from the students to make them more realistic to the general age group. Further, the Teacher's Manual revisions offer alternative stories and examples, and suggestions for modification of given situations, which are aimed at making the materials more meaningful to the urban youngster.

The major goal of the program is to teach a core strategy for students to use in their own lives. A number of the concepts and skills underlying this strategy are complex. Previous tryouts of the materials had enabled the developers to break apart and sequence the instruction to facilitate student learning. However, the analyses of the current study data revealed that students of lesser ability showed very low levels of achievement in mastering some of the basic concepts and skills. Changes in instruction involving reading and pacing were recommended as follows.

The reading load of the program presented in the study was quite modest. Most often it consisted of simple directions and short paragraphs. The reading level was geared to grade 5. In addition, the printed directions on worksheets and study book pages most often were also given on the tape or repeated by the teacher. However, the analysis revealed that lack of reading (and writing) skills still intervened in successful use of the materials in some classes.

Thus the revisions include more provision for oral responses and frequent requests that the teacher read the particular worksheets or study book pages to the class. In group work situations, it is suggested that an able reader be included in each group. The instances where these directions are deemed necessary are clearly indicated in the revised Teacher's Manual. Also, whenever possible, illustrations have been employed in the revised materials to expand definitions and physical activities have been introduced which exemplify or reinforce certain concepts.

More provisions have been made for breaking lessons into parts to allow the teacher to vary the instructional pace. Additional remedial exercises are provided and homework suggestions are given.

Unit II Revisions

The revisions recommended for Unit II of the course exemplify and expand upon some of the concerns raised above. The unit as designed in the study required the students to work in groups; each group using one of four "cases" of teenagers holding specified values. The instruction was structured to give the students practice in using the strategy by taking their case character through each strategy step and engaging in behaviors such as role-taking necessary to accomplish the steps. Earlier tryouts had shown the students to be engaged by the instruction, the variety of activities and the group work interaction throughout the unit.

This was again the reaction in several classes in the current study. However, in a number of other classes the unit posed great difficulties. The main problem was that of management growing out of teacher disinclination toward group work or lack of experience on the part of both teacher and student in such a learning situation. Having groups of students working with differing materials required much preparation and taxed the management skills of those teachers unused to this mode. The very nature of the group work demanded a great deal of self-monitoring and group-work skill on the part of the students. It also required the ability to follow quite complicated directions. It was therefore decided to reconstruct the unit, allowing for a great degree of teacher option in presentation and organization.

In the revised version, teachers may elect to have the class work together with one story, thus providing much more control over both process and feedback. This may be tape- or teacher-led. The teacher may also choose to have the students work in groups each using a different case study. Detailed directions for implementing either option are provided in the manual. The student materials have been simplified not only to facilitate activities but to allow for better delivery of feedback. Certain group activities such as the "ethodrama" have been eliminated in that they became the purpose of the unit in the eyes of the students rather than practice of the strategy. The relationship of the instructional events to the strategy has been highlighted in simple terms.

A new case study, more relevant to the life experience of an urban nonwhite student, has been added. In addition, the "cases" are now "stories" to avoid the perjorative quality associated with "cases" for some students.

Changes in Objectives

The analyses also indicated that demanding recall of what were essentially enroute or facilitating objectives often interfered in achieving the main objectives of the lesson. The plethora of objectives tended to obscure the main lesson point even for the most able students. Thus the focus of each revised lesson has been sharpened to relate the activities and knowledge recall directly to the strategy and basic concepts. Facilitating objectives are retained but not tested, and are often satisfied by performance on worksheets. The reduction in the amount of recall may also alleviate the test-like quality of the course noted by a number of students.

Privacy Issues

An essential part of the SEA instruction is the requirement for personal application of the strategy. This involves a number of activities wherein the students collect and record information about themselves. Great care had been taken with the materials to ensure the right to privacy of the individual student. Precautions included advising the students that they need not share personal information if they don't wish to, forewarning students of any sharing which is required, requesting that teachers allow students to abstain from sharing, not call on students who don't volunteer, and not pressure or allow peers to pressure those students who opt not to share. Although the overwhelming number of students did not report any invasion of privacy, several students did report as a "harmful effect" the fact that the teacher had access to personal information. In addition, observations and student response pages indicated that certain discussion subjects or stories prompted disclosures which were more revealing of personal situations than was desirable in a classroom.

Revisions have been made which include changing these particular situations for discussion to avoid leading the students into undue disclosure.

Most importantly, the teachers have been given strong direction regarding the handling of the students' personal record pages. This involves an initial decision as to whether to check such pages or to adopt suggested alternatives for checking completion and accuracy. If the decision is to check the pages, the teacher is directed as to when to announce and what to say about the checking. The tape also mentions that the

teachers will inform the students regarding how the worksheet will be handled, and alerts the students to anticipate such direction. The Teacher's Manual also contains reminders regarding student privacy at all points where it might be an issue.

Teacher's Manual Design

The Teacher's Manual supplied to the participating teachers consisted of notes and suggestions for lesson presentation, a copy of the audio script and student materials for each lesson in the course as well as an introduction to the program. In addition, copies of all tests and scoring directions were included. This amounted to over 600 pages of typescript bound in a three-ring notebook. Both the size and organization of the manual were found to be awkward by a number of the teachers.

Although more sophisticated printing and binding might make the existing volume somewhat less cumbersome, it would still be hefty and not necessarily easier to use. It was decided, in consultation with several of the teachers, to print the Manual in several volumes. The notes and suggestions which the teachers use to guide them in preparation for and presentation of each lesson will be in one volume. Copies of the student materials including remedials and any correction pages will follow the lesson in which they are used. Due to the increase in options for presentation offered the teacher, which were noted earlier, this portion of the Manual has been expanded greatly. As a further aid to presentation, "flags" indicating management, time, focus, and parts of the lesson which must not be omitted have been placed in the margins of the lesson guides to alert the teacher to either a potential problem or some special emphasis in the lessons. It was thought this might also help avoid the

omission of important closing activities which occurred at times during the study. The audio scripts will be in a separate paged volume. The notes and suggestions will cross-refer to the script page number when directions refer to the audio script. The introduction to the materials, expanded to include additional general information which teachers reported would be useful and which several reviewers suggested, will be in a separate volume. This will allow the teacher to lend it to interested colleagues or parents while retaining the volumes necessary for instruction.

CURRENT VERSION OF SEA

The following is a description of the final configuration of the postpilot revision of the SEA course.

The nucleus of the program is contained on 9 audio cassettes and 3 filmstrips. Although as many of the lessons as possible have either been written for presentation by the teacher or at least recommended for presentation by the teacher, a tape-led presentation of all but a few lessons has been retained as a back-up option. In addition, the delivery styles of both narrators on the tape have been modified in response to adverse student/teacher reactions.

The audio tapes are accompanied by three volumes designed for teacher use. Volume I is the Introduction to the SEA course. Having the Introduction as a separate volume has allowed the inclusion of a more detailed description of the course, its rationale and the history of its development, along with more information about the course content and objectives, including a course overview chart. Having a separate volume also allows

the inclusion of information about student privacy issues, suggested responses to parent inquiries, and other general information regarding implementation of the course. And, as mentioned above, the teacher will be able to lend the Introduction to an interested parent or colleague and still retain the instructions needed to teach the course.

Volume II is the Teacher's Notes and Suggestions and it functions similarly to a standard teacher's manual. It contains detailed instructions for each lesson including statements of objectives, suggestions for materials preparation, classroom arrangements, lesson outlines, optional presentation modes (either all teacher, tape and teacher, or all tape) and suggestions for supplementary activities. It also includes the teacher's copy of the student study book pages, worksheets, tests, and correction pages grouped together by lesson. Volume II also contains duplicates of elements in Volume I to which the teacher might need to refer during the course, e.g., the course overview chart. As mentioned in the previous section, a system of graphic symbols has been incorporated into the manual. These "flags" appear as words in a different type face in the margin of the Teacher's Notes and Suggestions opposite paragraphs which relate to important management aspects of each lesson as follows: MGMT, to warn the teacher of a possible problem involving class management, like student movement within the classroom, handing out materials, collecting materials, and so on; DON'T OMIT, to warn the teacher of an important activity or concept which must not be overlooked; TIME, to warn the teacher to stay within the time limits suggested for a discussion or activity so as to be able to complete the lesson within the allotted class time; and

FOCUS, to call the teacher's attention to the main point or points to be made in the lesson.

Volume III is the Audio Scripts volume. The audio scripts were the elements least often referred to by the teacher during the tryouts. However, they were indispensable when the audio tape or tape player was inoperative and the teachers had to read from the script to conduct the lesson. Also, with the present configuration of the course -- that is, with more lessons written or recommended for teacher direction -- the audio scripts are needed for those times when the lesson directions call on the teacher to read aloud the modeling of course concepts and activity directions. To maximize the utility of the audio scripts, the volume also contains duplicate elements of Volume II to which the teacher might need to refer to conduct the lesson. Most often there are directions and/or questions to be used in conducting a class discussion, class management recommendations, guideline for teacher participation, and information for supplying activity feedback.

The student materials for the course comprise a nonconsumable 40-page illustrated student study book, 47 pages of illustrated consumable worksheets; and 10 pages of consumable tests.

APPENDIX

LESSON ANALYSIS NARRATIVES

AND RECOMMENDATIONS

UNIT I, LESSON 1 -- P2

ANALYSIS NARRATIVE AND RECOMMENDATIONS

GENERAL FUNCTION: To introduce how the course will operate and to demonstrate use of listening skills and ways to create a trusting climate.

OBJECTIVES:

1. To demonstrate use of course-presented listening skills/ behaviors (be silent so you can hear tape and others; pay attention to what is said; be able to repeat what is said) during lessons.

2. To demonstrate use of course-presented ways to create a trusting climate:

   Willing to get to know people other than immediate friends.
   Willing to share personally selected experiences.
   Willing to let others express their ideas without interrupting, ignoring and putting them down during lessons.

3. To be able to recall course responsibilities:

   completing assignments
   following instructions
   taking tests to show knowledge of course

ANALYSIS NARRATIVE

Effectiveness:

There were no unit test items to measure the objectives of this lesson. However, the student responses and the teacher and observation reports indicate that, generally, the students participated in the activities and responded to the closing quiz. See "Instruction" below for details. One teacher (7-1) had some misgivings about the students' responses to the lesson, since they "didn't trust the evaluator" who pretested them. One teacher (2-1) considered the listening exercise and the trust discussion "beneficial situations which would be considered in other classes and events." One (7-1) reported that though the material was not difficult he would have to give redefinitions of terms in future lessons.

Presentation:

Time. Times needed for the lesson ranged from 22 minutes (1-2, according to teacher's report; the observer reported 30 minutes) to 55 minutes (2-1). Two classes (1-1, 6-1) took 50 minutes. The rest were scattered between

25 minutes (3-2) and 45 minutes (9-1) as follows: 28 minutes (5-2), 30 minutes (3-1, 4-1) though observer reported 38 minutes for the latter; 35 minutes (5-1, 8-1) and 40 minutes (7-1). Only one class (4-1) was observed to spend an inordinate amount of time on any one part -- 12 minutes on Part 6. One teacher felt the whole session was long because the pretest was given just prior to the lesson.

Mode. Modes are prescribed by the Teacher's Manual.

Student behavior. One teacher (2-1) felt the class was "interested and motivated." One observation report (4-1) noted that the class "enjoyed" the lesson as was also reported by one teacher (9-1). One teacher (1-1) reported that some of the students were not readily accepting of the course and questioned its value.

Teacher-recommended changes. One teacher (2-1) suggested using filmstrips in the lesson and combining it with Lesson 2.

Instruction:

Part 1, Get ready. One teacher (1-1) reported the students were restless during the beginning of the lesson. One class (6-1) had problems with the tape recorder and was interrupted by a fire drill, but the teacher did not report how much time was lost as a result. In three classes (1-1, 2-1, 9-1) the teachers evaluated the part as especially good.

Part 2, Course Content and Operation. Some discrepancy between the teacher and observer regarding the mode used: two teachers (1-1, 4-1) reported tape and teacher, observer reported tape. In five classes (1-1, 1-2, 2-1, 5-1, 9-1) the teachers felt the part was especially good. One (9-1) sait it went particularly well with the students listening and participating.

Part 3, Listening Activity. In four classes (1-1, 1-2, 6-1, 9-1) the teachers evaluated the part as especially good. Several students in one class (1-1) were disruptive, using up the "limited" attention span of the group. Another class (1-2) was interrupted by students entering the room, but they ignored the interruption. Again, some discrepancy in reported mode used -- teacher (1-2) reported "both," observer reported "tape." With few exceptions, the students responded correctly to the limerick exercise.

Part 4, Value Voting. In four classes (1-1, 1-2, 2-1, 6-1) the teachers evaluated the part as especially good. Again the same few students in one class (1-1) disrupted the session so that the class "attention span was used up " and there was little discussion. One teacher (4-1) reported that students didn't pay attention to this part. One (5-1) said the students participated well in the discussion. One (6-1) said students enjoyed the activity. Regarding mode

used, one teacher (1-2) reported "both," the observer reported, "teacher." There is no tape for this lesson part.

Part 5, Trust discussion (study book page 1). In seven classes (1-1, 1-2, 2-1, 5-1, 6-1, 8-1, 9-1) the teachers evaluated the part as especially good -- with one (5-1) reporting good student participation, one (6-1) reporting that students enjoyed it, but one (1-2) omitting the discussion and page 1 entirely. One (7-1) reported the students as being reluctant to discuss. One (4-1) suggested that the Teacher's Manual should offer some suggestions for examining page 1 with the students. Again, teacher (1-2) reported using "both" modes while observer reported "teacher." Note that this is the part that this teacher omitted.

Part 6, Student Responsibilities and Lesson Closing. In four classes (1-1, 1-2, 6-1, 9-1) the teachers evaluated the part as especially good. One teacher (4-1) reported that students had difficulty with closing quiz because tape switched from "listening" to "responsibilities" abruptly, misleading some of the students. This is partially borne out by the student responses which show half the class recalling two to three correctly and half recalling one or none. This is more strongly supported by responses of other classes (1-1, 6-1, 9-1) in which the incorrect responses given were mostly listening skills. These teachers did not report a problem, however. Of the remaining eight classes, four (2-1, 3-1, 3-2, 8-1) had mostly correct responses. One of the teachers (1-2) was observed omitting the closing quiz.

RECOMMENDATIONS

Preliminary Recommendations:

Time. Except for 1-1, 6-1, and 9-1 there is little evidence to explain why there is such a great variation in time required for the lesson. In 9-1, the time includes the pretest; in 6-1 the time was probably caused by a fire drill and tape problems; in 1-1 it may have been due to disruptive students. In 2-1 the teacher may have allowed discussions to be prolonged. This may have been the reason why parts were omitted in other classes. I suggest it be more strongly emphasized in the Teacher's Manual to stay within the suggested limits for discussions to ensure that there is enough time to complete all lesson parts. Perhaps a graphic device could be used.

Also, the Teacher's Manual should contain a caution to teacher to be sure that each part of each lesson is completed. Again, a graphic device might help.

Part 5. Add to the Teacher's Manual some practical suggestions which the teacher can give to the class in order to implement the ways to build trust listed on study book page 1.

Part 6. Rewrite the part to eliminate abrupt shift from listening to responsibilities. This might be done by expanding the list of responsibilities to include the earlier elements of listening and building trust. Thus, six then becomes a continuation of the list rather than a shift in focus. This would require slightly rewriting earlier parts to characterize listening and building trust as responsibilities along with following directions, taking tests, and finishing assignments.

Add some kind of graphic device to the teacher's instructions to indicate that the part contains an important lesson-closing quiz which helps students check their knowledge. The same device would be used in subsequent lessons each time an important quiz is included. This will help ensure that the quiz is not omitted.

Final Recommendations:

General. The preliminary recommendations above will be incorporated into the lesson generally as they are with the additions discussed below.

Further recommendations. The following changes are recommended as a resutl of staff review of the preliminary recommendations.

A. The trust discussion should be expanded. Though it was agreed that one could not build a trusting atmospher with one lesson, it had to be made clear that the success of the course depended on students knowing, intellectually, that a certain level of trust was necessary to complete the course. To do this it was recommended that a few examples (or cases) be added, perhaps to study book page 1, which the teacher could use to instigate discussion.

The discussion would be limited to trust within the classroom -- it would not include trusting everyone.

B. The intellectual tone of the opening of the lesson should be reduced and the course should be presented as providing one useful way to handle life situations. It was felt that doing this would have greater appeal to the students and might be a better answer to the question, "why take this course?"

It was further suggested that "others" be forecast briefly in the lesson by also noting that the course will help handle situations which involve other points of view.

C. Linked to the item above is the change in language created by the new format for stating the value "problem." (See Unit II, Lesson 1, Analysis Narrative and Recommendations.) This would eliminate the tendency of students to perceive the strategy as a problem-solving device. Thus, language throughout Lesson 1, and subsequent lessons, would refer to value questions (not problems) which come up in one's life.

D. The language in the lesson should reinforce the meaning of ethical via questions asked in evaluating; i.e., that the course would enable one to show what's important and yet have mostly positive effects for those involved.

E. Revise audio for quiz feedback to assume that students were surprised by the fact thatthey were called on to write down what they learned in the lesson. Chide them (Humorously) and highlight the fact that they must listen.

External review. In response to the PERSC (Public Education Religious Studies Center) review and also with the recommendation of a consultant teacher, a line will be added to the lesson to indicate that the course is not intended to replace a person's religious beliefs but to supplement them or provide one way to actualize them.

One teacher also suggested that the trust exercise needs to be kept and perhaps expanded. The teacher endorsed the change recommended above.

A second teacher consultant, in thinking aboutthe trust discussion, suggested that students do things now in class which call upon a certain level of trust — talking to new students, helping them around the school, copying their rosters, asking about the characteristics of teachers and other students -- but are not aware that there is trust involved. He suggested that these be added as examples to study book page 1 and used as take-off points by the teacher.

Affirmative action. No change necessary.

General function and final objectives:

General function. To introduce how the course will operate and to demonstrate use of listening skills and ways to create a trusting climate.

Objectives.

1. To demonstrate use of coures-presented listening skills/behaviors (be silent in order to hear tape and others; pay attention to what is said; be able to repeat what is said) during lessons.

2. To demonstrate use of course-presented ways to create a trusting climate in the classroom;

   Willing to get to know people other than immediate friends
   Willing to share personally selected experiences
   Willing to let others express their ideas without interrupting, ignoring or putting them down during lessons

3. To be able to recall course responsibilities:

   using listening skills
   creating or building a trusting climate in the classroom
   completing assignments
   following instructions
   taking tests to show knowledge of course

UNIT I, LESSON 2 -- P2

ANALYSIS NARRATIVE AND RECOMMENDATIONS

GENERAL FUNCTION: To introduce the course topic, define "Ethical Action" in the course title, and explain the key words in the definition: self, others, and fair.

OBJECTIVE: To be able to write a definition of "Ethical Action" which includes the idea of (1) doing something which is (2) fair or shows equal consideration for (3) self, me, myself, and (4) others, other people.

ANALYSIS NARRATIVE

Effectiveness:

Test data from eleven classes showed a definite improvement in response to test item 1 which measured the objective. Final achievement was moderate for seven classes and high (4-1, 8-1) to high (2-1, 9-1) for the remaining four. Results for each element of the definition varied somewhat, with the least gain generally shown in "doing something;" in fact, two classes showed a loss in this element.

Three teachers (2-1, 4-1, 8-1) inidcated that students wrote successful definitions at the end of the lesson. One (4-1) said only seven students were not able to do this. One teacher (7-1) reported that the lesson "...started some of the students thinking that cheating as a way of life maybe isn't so good."

Presentation:

Time. Times reported by teacher varied considerably with six classes (1-1, 1-2, 3-1, 3-2, 4-1, 8-1) taking 25-30 minutes; three classes (5-2, 7-1, 9-1) 36-40 minutes and two above 40 minutes (2-1, 5-1). In one class (6-1) the teacher reported 60 minutes but indicated that the lesson was given during the hour session but did not take that long. Times reported by the observer were significantly longer than reported by the teacher in four instances: (1-1, 9-1) 9 minutes; (7-1) 14 minutes; and (3-1) 12 minutes.

Mode. Tape only was used by most to present the filmstrip, Part 2, with some indicating "both." All but two reported handling the discussion, Part 3, themselves. About half used tape to present Part 1 and half used tape and teacher mode. Five teachers reported using tape and teacher mode to close the lesson, though there is no audio for this part.

Student behavior. Four students in class 1-1 were disruptive, reportedly because they were taking the lesson for a second time (having been transferred from a class that had had the lesson). One teacher (4-1) reported that students had difficulty following the tape. Observer reported that the students (2-1)

enjoyed the lesson. One teacher (5-2) said the lesson was exceptionally good for the group. One teacher (7-1) felt the class needed more time to get their thoughts down on paper.

Teacher-recommended changes: In two classes (3-1, 3-2) the teacher objected to the "pace" and "unnatural" sound of the narrator's voice.

Instruction:

Part 1, Get ready. Both 5-1 and 5-2 were disrupted, the former because students were transported from another school, the latter because the class was forced to change rooms and join another class for the lesson. In five classes (1-1, 1-2, 5-2, 6-1, 7-1) the teachers evaluated the part as especially good.

Part 2. Filmstrip. In seven classes (1-1, 1-2, 2-1, 5-1, 6-1, 7-1, 9-1) the teachers evaluated the part as exceptionally good. In four of the five classes observed, the part took about 14 minutes (1-1, 2-1, 3-1, 9-1); in the fifth (3-2) it took 15 minutes. Two classes (4-1, 9-1) had problems with a faulty projector, but reportedly the time lost was negligible. Most students attended to the filmstrip and responded in their notebooks when directed. Exceptions were 1-1 and 9-1. In two classes (3-1, 3-2) the teacher characterized the part as "easy," but was referring to the "unnatural," slow pace of the narration. One teacher (7-1) felt that the class needed more time to get their thoughts on paper.

Part 3, Class Discussion. In nine classes (1-1, 1-2, 2-1, 3-1, 3-2, 5-1, 6-1, 8-1, 9-1) the teachers evaluated this part as exceptionally good with 2-1 reporting students as "interested and alert"; 6-1 that students "enjoyed the discussion;" and 9-1 that students had "high interest. Students wanted to go on with discussion." A teacher (1-1) had problems with a few disruptive students and during the 8-minute discussion omitted talking about what is meant by the term "ethical action." One teacher (5-2) reported that the students may have been inhibited by the presence of another group in the room they were forced to use. In two classes (3-1, 3-2) the teacher reported that the discussion served to introduce the students to ground rules for participating that he would use in "regular teaching." Of the five observed classes 1-1 took 8 minutes for the discussion; 3-1, 3-2 took 10 minutes; 9-1 took 14 minutes; and 2-1 took 24 minutes.

Part 4, Close Lesson. Four teachers (2-1, 5-2, 6-1, 9-1) evaluated the part as exceptionally good. One teacher (1-1) was interrupted by an announcement over the PA system as well as by the four disruptive students. The teacher also was interrupted in class 1-2 by students from PE coming into the room to use lockers; class was "lost." In general, the students responded to the quiz and wrote a definition. Review of the responses indicated that in most classes, most students recalled at least three elements of the definition. The element most often missed was "doing something." In only one class (9-1) did a great majority recall all four elements. However, this teacher did not give students time to write, but gave them answers immediately after asking questions.

RECOMMENDATIONS

Preliminary recommendations:

Time. The great variations in duration times for the lesson is probably due to the varying length of the discussions in Part 3 as noted in the five classes observed. Again, insertion of a graphic device would help alert teachers not to prolong discussion and run the risk of not completing the lesson (though this did not happen in any of the classes). Discrepancies between the reported time and the observed time is attributable, in part, to prelesson activity which apparently was not included in the total time by the teacher.

Part 2, Filmstrip. Revise to include "doing" as the fourth element of the EA definition. Have the word underlined on Unit I divider page. Include the word on the filmstrip as other elements are included. Have students write it down. Since this might lengthen the filmstrip more than desired, it is suggested that the Lisa/Terry situation be dropped from the filmstrip. Use only the Keith situation, taking him through all the four elements. Doing this would probably shorten the filmstrip which is desirable considering the duration of the lesson in some classes.

Part 3, Class discussion. Revise the Teacher's Manual to emphasize that discussions should not be prolonged and that the major purpose is to review the elements of the definition so that students are prepared to take the closing quiz.

Part 4, Close lesson. Add a graphic device to indicate importance of the quiz in having students check their knowledge of lesson content. Revise to make sure that students are given time to answer questions and are given feedback.

Final Recommendations:

General. The preliminary recommendations above will be incorporated into the lesson generally as they are with the additions discussed below.

Further recommendations. The following changes are recommended as a result of staff review of the preliminary recommendations.

A. In Part 1, rewrite the opening lines regarding what ethical means to expand the reference to religion and to emphasize that the course-given definition does not supplant "ethical" as defined by religion or the home, but extends it.

B. In Part 1, pick-up on previous lesson; reiterate that course offers a process which is a way for them to handle a situation which they have identified for themselves as an ethical one.

C. In Part 2 add frames to the filmstrip which would review the key words; and show a particular frame of Keith in action with the key phrase beneath, for example. Then, within the filmstrip presentation, students would be asked to formulate the course definition of ethical action, and a frame of the filmstrip would be used as feedback.

D. It was also suggested that the teacher lead a discussion following the filmstrip to review Keith's action ideas v.a.v. the Ethical Action definition.

External review. There were no specific recommendations for Lesson 2 in the PERSC review. However, the suggested change in paragraph A above reflects the general criticism that the course could be construed as a "replacement" for religious belief.

Affirmative action. Dropping the Terry and Lisa episode upsets the sex balance. This will be offset by recommended changes in later lessons of the unit.

General functions and final objectives:

General function. To int duce the course topic, define "ethical action" in the course title, and explain the key words in the definition: self, others, fair, and doing.

Objective. To be able to write a definition of "ethical action" which includes the idea of (1) doing something which is (2) fair or shows equal consideration for (3) self, me, myself, and (4) other people. (Tested)

UNIT I, LESSON 3 -- P2

ANALYSIS NARRATIVE AND RECOMMENDATIONS

GENERAL FUNCTION: To provide the learners with an experience from which they project feelings regarding winning or losing through cheating and relate these feelings to reasons for acting ethically.

OBJECTIVES:

1. Students will indicate how they and others might feel after role taking persons who have cheated or been cheated upon in a card game situation.

2. Students will generate at least one reason for not cheating and relate this to course-given reasons for acting ethically.

ANALYSIS NARRATIVE

Effectiveness:

Since the objectives for this lesson are activity objectives, they were not measured by the unit test. However, the student responses and the teacher and observer reports indicate that generally, the students were engaged by the lesson and the stated objectives were achieved. See Instruction below for details. One teacher (2-1) felt that the SEA lesson had a positive effect on his students' behavior in gym with another grade. However, he did tell them that he would be watching them.

Presentation:

Time. Five classes (1-1, 1-2, 4-1, 5-2, 9-1) took about 30 minutes for the lesson. Five (3-1, 3-2, 5-1, 7-1, 8-1) took 34 to 40 minutes, though observer reported 8-1 took 44 minutes. The remaining two (2-1, 6-1) took 45 minutes.

Mode. Teachers generally used modes prescribed by Teacher's Manual, i.e., "tape" for Parts 1 and 2; "teacher" for 3, 4, and 5. Two teachers (6-1, 8-1) reported "both" for Parts 4 and 5 even though no audio is proivded. In four classes (1-1, 1-2, 2-1, 8-1) the teachers reported "both" for Part 1.

Student behavior. One teacher (2-1) said students reacted well. In two classes (1-1, 1-2) the teacher said they enjoyed the lesson even though directions had to be repeated for 1-1.

Teacher-Recommended Changes. One teacher (2-1) felt the card game was "uninteresting" and suggested another approach -- perhaps a filmstrip. Another (8-1) felt the card game should be changed to something more "relevant." One (7-1) felt it was unfair to tell his students not to cheat, because it was against their lifestyle.

Instruction:

Part 1, Get Ready. In two classes (1-1, 1-2) the teacher reviewed the past two lessons with class before playing tape. One (4-1) reviewed need for listening attentively before playing tape. One (5-1) was interrupted variously by students arriving late, teacher entering class and a phone call, but did not report any negative effects on the class. Another teacher (7-1) did a rather extensive review, 6 minutes, of Lesson 2 before starting the tape. This teacher also turned off tape to allow more time to write definition of EA. Three (2-1, 6-1, 9-1) evaluated part as exceptionally good. Student definitions of EA pretty well matched those from Lesson 2. In some cases, they were written on the same paper.

Part 2, Card Game (Worksheet 1). Three teachers (4-1, 6-1, 9-1) evaluated this part as especially good. One teacher reported not liking the card game but reported no adverse reaction from the class. One teacher (4-1) reported that the activity was a "good" one. One (8-1) reported that the students felt the game was "babyish." One teacher, (1-1) repeated directions. Another (5-2) repeated the directions for completing Section 1 of the worksheet. One (7-1) had to turn the tape on and off to give students more time to write. There was some confusion in one class (5-1) about how to fill out the worksheet. One student in this class remarked that the music was "terrible."

A review of student responses on the available worksheets (worksheets are missing for 1-1, 1-2, 2-1, 3-1, 3-2, and 7-1 though there is a teacher's record of the responses for 3-1 and 3-2) showed that all but a few of the students completed all the sections of the worksheet. The responses were related to the activity generally. The reasons given for acting ethically, in response to Section IV, were both general and related to the card game: i.e., concerned with cheating and the game. Many of the students wrote more than the one word called for by the worksheet.

Part 3, Card Game Discussion. In six classes (1-1, 1-2, 2-1, 4-1, 6-1, 9-1) the teachers evaluated the part as exceptionally good. One (1-2) reported that students enjoyed writing and sharing their responses. In two classes (5-1, 5-2) the teacher did not have students share the first three sections of the worksheet. One teacher (7-1) did not have students share all the sections of the worksheet.

Part 4, Introduce Course-given Reasons (study book page 2). In five classes (1-1, 1-2, 2-1, 6-1, 9-1) the teachers evaluated this part as exceptionally good. One teacher (5-1 and 2) omitted this part of the lesson. No other pertinent information.

Part 5, Close Lesson. Two teachers (2-1, 6-1) evaluated the part as exceptionally good. In two classes (5-1 and 2) the teacher omitted this part of the lesson. No other pertinent data.

RECOMMENDATIONS

Preliminary Recommendations:

Time. May not be lesson-created problem. Of the two classes taking 35-40 minutes (5-1, 7-1) the first was interrupted a great deal and used up 7 minutes before the lesson began; the second, did a lengthy review of past lessons and used up 6 minutes before beginning. Also, the students in 7-1 took longer to write. Of the two using 45 minutes (2-1, 6-1) the first may have prolonged the discussion as in previous lessons; the second may have just recorded the session length, as in previous lessons, not how long the lesson took.

Part 2, Card Game. Revise audio to clarify the directions regarding how the worksheet is to be filled out. Revise the worksheet to delete requirement for a one-word answer. This confused and inhibited some, and many others wrote more than one word. Have audio tell them "in a word or two, tell ..." Revise audio to allow for turning off the tape to provide more time for writing.

Part 3, Card Game Discussion. Revise directions in the Teacher's Manual to ensure that all sections of the worksheet are covered. As it stands now, a hurried reading might indicate that only Secton 4 is to be shared. Of course, it might be appropriate to have students share only Section 4, and go back to other sections as needed in the course of the discussion.

Part 4 and 5. It's difficult to tell why these parts were omitted in the observed classes (5-1 and 2). The teacher may have been pressed for time; much time was spent in both classes setting up for the lesson -- 7 minutes. Perhaps a general note to the teacher should be added to make sure that time is allotted for each part or, if time runs out, to ensure that the part is completed next session. There is no indication that the teacher in 5-1 and 5-2 continued the lesson. This is especially true for Lesson 3 and 4 of this unit. They are so closely related that carrying parts over would be no problem, and might even be desirable.

Final Recommendations:

General. The preliminary recommendations will be incorporated in the lesson with the additions discussed below.

Further recommendations. The following changes resulted from a staff review of the preliminary recommendations.

A. In Part 1 after students are called upon to write the definition of ethical action and have them underline the four key elements. During feedback teacher/tape will reinforce the idea that all four elements are necessary.

B. In Part 2, during the exercise, allow more time for students to write responses. Beef up Teacher's Manual to include alternate ways of presenting game instructions, including use of an overhead projector.

External review. In response to the PERSC review a brief statement will be added to Part 4, in which reasons for acting ethically are introduced, to indicate that religion and home training are sources for personal standards. This theme will be pursued more fully in Lesson 4.

Affirmative action. No change indicated.

General function and final objectives:

General function. To provide the learners with an experience from which they project feelings regarding winning or losing through cheating and relate these feelings to reasons for acting ethically.

Objectives.

1. To be able to indicate how they and others might feel after role playing persons who have cheated or been cheated upon in a card game simulation.

2. To be able to generate at least one reason for not cheating and relate this to course-given reasons for acting ethically.

UNIT I, LESSON 4 -- P2

ANALYSIS NARRATIVE AND RECOMMENDATIONS

GENERAL FUNCTION: To present reasons for being ethical and induce the learner to choose one or more that are meaningful to him/her.

OBJECTIVES:

1. To be able to list course-given reasons for acting ethically.

2. To be able to generate one or two reasons for being ethical that are personally sufficient.

ANALYSIS NARRATIVE

Effectiveness:

Test data from 11 classes showed a definite improvement in unit test item 3, which measures objective one. Final achievement for 7 classes was moderate. The exceptions were: high final achievement for 2-1, low to moderate for 3-1; low for 5-1 and very low for 5-2.

Objective 2 was not measured by the unit test. However, a review of student responses showed that in most of the classes, most of the students listed at least one personal reason for acting ethically that could be related to a course-given reason. The student papers from 7-1 were not complete enough to determine their response. In 5-1 and 5-2 about half the responses were missing.

In one class (2-1) the lesson prompted a discussion relating reasons to individual situations. Talk centered on cheating in the classroom and involved the class concern for good grades and the pressure applied by parents. They talked about trying to understand their own limitations and abilities and honesty -- rather receive a "C" than cheat and get an "A." No teacher reported a negative reaction to the session, and one (4-1) reported that the students seemed to enjoy the lesson. One teacher (9-1) said the lesson was exceptional ("fantastic" was the word the teacher used in interview) and students responded well. In one class (1-1) the teacher felt the whole lesson was a good presentation and that the tape was especially good. In the other class (1-2) the same teacher felt that the whole lesson was "too easy" for the class. The lesson went smoothly in 8-1 and the students were attentive. One teacher (4-1) felt some students still have difficulty understanding reasons, especially the difference between approval and self-benefit and the general notion of personal standards.

Presentation:

Time. All but one class took 30 minutes or more. The exception (1-1)

took only 13 minutes. Of the rest, one (9-1) took 30 minutes; one (4-1) reported 32 minutes (though observer recorded 45 minutes); four (1-2, 5-2, 6-1, 8-1) took 35 minutes (though observer records 40 for 8-1); and the rest (2-1, 3-1, 3-2, 5-1, 7-1) took between 38 and 46 minutes. Two (3-1 and 3-2) completed the lesson in a second session. One (5-2) repeated the entire lesson.

Mode. Most used "tape" for Part 3 and 4, "both" for Part 1 and "teacher" for Parts 2 and 5.

Student behavior. One teacher (5-2) felt that the holiday commotion (Christmas time) distracted the students so much that he felt a need to repeat the entire lesson. The teacher of one class (7-1) reported that his students needed additional time in all areas of the lessons. Hence, he tries to "schedule EA when he has them for a double period."

Teacher-recommended changes. One teacher (1-1) felt lesson needed more. It was too short. Another (5-2) felt directions for writing personal reasons needed to be clarified.

Instruction:

Part 1, Get Ready. In six classes (1-1, 1-2, 2-1, 6-1, 7-1, 9-1) the teacher evaluated this part as exceptionally good. A third (5-2) reported an outside disturbance, but interview indicated that he felt the holiday (Christmas) commotion was disruptive. One (2-1) said students responded especially well. No other pertinent data.

Part 2, Explain course-given reasons. In five classes (1-1, 1-2, 2-1, 4-1, 9-1) the teachers evaluated the part as exceptionally good. One (2-1) felt it was the "highlight of this lesson." One teacher (5-1) elaborated on the reasons given on the tape. Two classes were observed during this lesson (4-1, 8-1). The former spent 13 minutes on Part 2, but it went especially well according to observer. The latter took only 6 minutes though the teacher reported only a few needed elaboration and "most saw relationship."

Part 3, Matching Exercise (study book page 3). In five classes (1-1, 1-2, 6-1, 8-1, 9-1) the teachers evaluated this part as exceptionally good. One teacher (1-2) reported the students enjoying the written exercises. In two classes (3-1, 3-2) the teacher reported spending much time on the matching exercises. Two teachers (4-1, 8-1) were observed spending 14 minutes on this part. Two (6-1, 8-1) said students responded well. Teacher 4-1 reported a classroom management problem with this part. Observer reported students yelling out answers during feedback. Review of student responses indicated that most of the students participated and that most had mostly correct responses (4 out of 6 correct) with evidence of change at feedback. Teacher 4-1 indicated that students had difficulty with understanding the reasons, espcially personal standards and the difference between approval and self-benefit. It's difficult to determine at what point the teacher felt this.

The teacher report is not precise, and the observation report does not indicate the problem specifically. Although, the student responses could be interpreted to show problems with these reasons. (See Part 4, Case Studies below.) It's difficult to discern a pattern in the other classes as to which response they had problems with.

Part 4, Case Study Exercise (study book page 4). In five classes (1-1, 1-2, 6-1, 8-1, 9-1) the teachers evaluated this part as exceptionally good. One teacher (1-2) reported that the one pupil who "must have all reading done for him and many words spelled" seemed aware of the purpose of the discussion. Again, teacher in classes 3-1 and 2 reported spending much time on the matching exercises and hence, had to cut short the lesson. However, the teacher reported that the discussion was useful because he found that the problem the students had with the reasons was that they did not understand the case studies (a question of reading comprehension). "The mistakes were not a result of not understanding the six reasons."

One teacher (4-1) was confused by the audio. He felt that the tape would get into and elaborate on the cases. (The tape turns lesson over to the teacher for feedback.) Teacher reported that some had difficulty with terms, e.g., "Personal benefit could be used as a catch-all statement," personal standards; (see Part 3 above). Observer reported that this teacher did not give feedback after exercises. One teacher (5-1) elaborated on the case studies with a news incident similar to a case study. Two (6-1, 8-1) reported the students responded especially well. Again, a review of students' responses showed that most students in most classes responded, and mostly with correct answers, though there was evidence of changing answers at feedback. No pattern of error could be discerned.

Part 5, Listing Personal Leasons. Five reports evaluated this part as exceptionally good. In two classes (3-1, 3-2) the teacher had spent so much time on Parts 3 and 4 that not all students had enough time to list personal reasons. One (4-1) reported some students were confused by directions; were not sure whether reasons called for should be different from or same as given in course (though tape and Teacher's Manual indicates they can be the same or different). Teacher 5-2 also felt directions for this part could be clearer. Teacher 6-1 said students responded exceptionally well. Teacher 9-1 reported that students were able to generate many reasons for acting ethically. A review of students' responses showed that in the classes for which data was available (7-1 data was incomplete, 5-1, 5-2 had about half of their responses missing) the majority of students listed at least one personal reason for acting ethically.

RECOMMENDATIONS

Preliminary Recommendations:

Time. The variations in times are probably due to variations in classes, and teacher variations in part presentation, discussion, and exercise feedback, e.g., 4-1 took 13 minutes to explain course-given reasons; 8-1 took 6 minutes; 7-1 spent so much time giving exercise feedback he couldn't complete the lesson. Again, it is suggested that a graphic reminder to the teacher be added to limit the discussions in the lesson to allow time to complete the lesson, or if this is not possible or desirable, to be sure to complete the lesson in the next session.

Part 2. Although there was no specific complaint, the examples given for each reason in the manual should be reviewed (perhaps with one of the using teachers) to see if any can be made clearer, or more relevant to the students.

Part 3. Revise the Teacher's Manual to include as part of the exercise feedback, brief examples illustrating each. Or instructions for feedback could call on teachers to repeat the two examples given in Part 2 as part of the feedback.

Part 4. Revise to include optional audio for providing elaborated audio feedback for the case studies. Also, revise the Teacher's Manual to provide elaborated feedback if the teacher chooses to continue the lesson without tape. In addition, supply a s mpler remedial exercise for those who the teacher judges still do not understand the reasons. The remedial might also be used in lieu of the study book page or prior to using the study book page in classes with low reading levels.

Part 5. Revise the audio and the Teacher's Manual to clarify that the reasons to be supplied by students are their own -- what's "best" for them. Have students refer to worksheet 1 from Lesson 3 and to study book page 2 and then select from the EA list or their own list, the reasons "best" for them.

Final Recommendations:

General. The preliminary recommendations will be incorporated in the lesson with the additions discussed below.

Further recommendations. The following resulted from a staff review of the preliminary recommendations.

A. Drop objective 1 asking for recall of the course-given reasons for acting ethically. Memorizing the reasons is a trivial objective and does not add to their understanding.

B. Acknowledge the six reasons listed, coming out of the card game, but emphasize what the course suggests as a preferred reason -- personal standards involving being fair and respecting other people. This ties the lesson to the course-given definition of ethical action.

C. Provide an exercise which will require students to identify the course-preferred reason in some brief cases and relate the reason to the definition of ethical action presented in the course.

D. Emphasize listing own reason for acting ethically, not simply choosing among those given in materials.

External review. In response to the PERSC review, the course-given explanation of "Personal Standards" will indicate that religion and/or the home are sources for personal standards for many people and that the course will help put those standards into practice; it will not try to change them or replace them.

A teacher consultant suggested the following examples of reasons for acting ethically be considered as additions to or replacements for those now in the Teacher's Manual in order to clarify or make the reasons more relevant.

Personal Standards: Joseph refuses to buy stolen merchandise from his friends because he feels that by doing so he is encouraging more stealing and being honest is imporant to him.

Respect for people: Rosie does not cut classes and run in the hallway because she does not want to cause any trouble for her homeroom advisor.

Self-benefit: Sam helps in the school store every morning for no pay, though he does get some free school supplies now and then for his efforts. In addition, members of his softball team and swimming team can stop by, while he's working, to discuss strategies.

Keeping order: Although Robert does not like the teacher or the subject being taught, he will go through the effort of doing his work so he will not have a confrontation with his teacher.

Approval: 1) Janet does little things in the classroom so the teacher will take notice and like her. 2) Otis shares his cookies and candy with the fellows in his class everyday so they will accept him in the group as another one of the guys.

Fear: 1) Odis doesn't take his classmates' supplies because Kevin has promised he would break his face if he is caught stealing from the class again. 2) Charles doesn't gang fight anymore because he is aware that at his age he will be thrown out of school for good. He was warned by his parents that if he was thrown out of school he would have to start supporting himself.

Affirmative action. No change necessary.

General function and final objectives:

General function. To present reasons for being ethical, including the course-preferred reason, and induce the learner to choose one or more that are meaningful to him/her.

Objectives:

1. To be able to recall course-given reasons for acting ethically.

2. To be able to generate one or two reasons for being ethical that are personally sufficient.

3. To be able to state or identify the course-preferred reason for acting ethically as being a personal standard of acting in a way which is fair to self and others. (Tested)

UNIT I, LESSON 5 -- P2

ANALYSIS NARRATIVE AND RECOMMENDATIONS

GENERAL FUNCTION: To introduce students to the requirements for the "consider self" part of ethical action: knowing one's values and acknowledging that one's actions affect one's self.

OBJECTIVES:

1. To be able to recall that acting consistently with one's values is an important part of ethical action.

2. To be able to give as a reason for examining one's values the need to know what one's values are in order to act in a way consistent with them.

3. To be disposed to consider acting consistently with one's values as a personally desirable trait.

ANALYSIS NARRATIVE

Effectiveness.

Data from eleven classes showed that with regard to objectives 1 and 2, measured by unit test item 4, six classes (2-1, 3-1, 3-2, 5-1, 8-1, 9-1) showed definite improvement with final achievement (FAch) varying between and within these classes as follows: 2-1, 3-1, low FAch; 3-2, very low for objective 1, moderate for objective 2; 5-1, 8-1, very low; 9-1 low for objective 1, moderate for objective 2. Four classes (1-1, 1-2, 4-1, 5-2) showed slight improvement for both objectives, with FAch very low for all four classes. The remaining class (7-1) showed no improvement with very low final achievement.

Final objective 3, measured by test item 1, the data from the eleven classes showed definite improvement for five classes (3-1, 3-2, 5-1, 5-2, 9-1); no improvement for three classes (1-2, 4-1, 8-1) and a loss for three classes (1-1, 1-2, 7-1). Final achievement was very low for all classes but 3-2, where FAch was low to moderate.

One teacher (2-1 felt the lesson gave the students the opportunity to consider areas that they had never done before. The same teacher also felt the lesson gave the teacher ample opportunity to interject situations that might engender an atmosphere of togetherness, trust, and openness. Teacher 8-1 also felt the lesson develops a feeling of trust in the classroom.

Presentation.

Time. Two classes (5-1, 6-1) took up to 30 minutes; six (1-1, 1-2, 3-1, 3-2, 4-1, 5-2) took 32-39 minutes, though observer reported 43 minutes for 1-2. Three (2-1, 7-1, 8-1) took 40 minutes or more.

Mode. Most used "tape" for Parts 2, 3, 4, and 5; "both" for Part 1 and "teacher" for Part 6.

Student behavior. Class 1-1 was very restless and talkative throughout lesson. Girls were reluctant to pay attention. Class 1-2 was also more talkative than usual reportedly because of a social studies assignment that upset them. Class 2-1 appeared interested and the lesson went well. Class 6-1 responded especially well to the lesson. Teacher 4-1 reported that of the first five lessons the class seemed most involved in this one. Teacher 8-1 reported "This was the best lesson so far." Teacher 9-1 reported that classes seemed to be very interested in what was happening. One (1-2) reported students enjoyed sharing information with friends.

Teacher-recommended changes. One teacher (4-1) felt that perhaps sharing should not be made optional, since if students know they do not need to share, they won't.

Instruction:

Part 1, Get ready. In five classes (1-1, 1-2, 3-1, 6-1, 9-1) the teachers evaluated this part as especially good. In two classes (3-1, 3-2) the teacher gave a brief overview of the lesson and warned the students to listen. One teacher (5-1) had students write out a wish for a homework assignment prior to the lesson: "If I could have anything I wanted." One teacher (5-2) was interrupted by a fire drill and a scheduled assembly. No other pertinent data.

Part 2. Magic Package. In six classes (1-1, 1-2, 2-1, 4-1, 6-1, 8-1) the teachers evaluated this part as especially good. However, 1-1 had to repeat directions and replay tape because students had a problem understanding directions. This may have been due to disorderly students. Teacher 9-1 had to stop tape to call class to order, but after settling down, they responded in a serious vein. Class 1-2 was also restless but teacher did not report specific problems as a result. Teacher 5-1 elaborated on this part by having the students compare their magic package with their homework assignment: "If you could have anything you want." There was no report on results of comparison. This part was interrupted in class 5-2 by a fire drill and assembly. Two teachers (4-1, 8-1) reported the students enjoyed and responded especially well. A review of the student papers showed that except for 7-1 (papers incomplete) a great majority of students wrote down contents of their "magic package."

UNIT I, LESSON 5

Part 3, Sentence completion (study book page 5). In seven classes (1-1, 1-2, 2-1, 5-1, 6-1, 8-1, 9-1) the teachers evaluated this part as especially good. Again, 1-1 reported difficulty with directions and 5-2 was interrupted by the fire drill and assembly. In 2-1 one student didn't know whether to write the whole sentence from the beginning or just the completion part. Again, teachers reported students enjoying or responding especially well (2-1, 4-1, 6-1, 8-1). The student responses showed that with few exceptions they wrote their sentence completions. Class 7-1 data was not complete.

Part 4, Personal values list. In eight classes (1-1, 1-2, 2-1, 3-1, 3-2, 6-1, 8-1, 9-1) the teachers evaluated this part as especially good. Again, teacher 1-1 reported difficulty with directions, and observer reported that teacher 2-1 had to repeat directions for this part. Again, teachers reported students enjoying or responding especially well (2-1, 4-1, 6-1, 8-1). Of the available student responses (7-1 is incomplete) most students listed 3 or more personal values.

Part 5, Memory trip. In five classes (1-1, 1-2, 2-1, 6-1, 8-1) the teachers evaluated this part as especially good. One (4-1) reported some students seemed unable to handle instructions to close eyes and put heads down on desk ("babyish" was word used in interview). In two classes (3-1, 3-2) the teacher evaluated the part as being so easy as to be trivial, but did not explain. Again, 1-1 reported direction problems along with student misbehavior. Teacher 8-1 reported students responded especially well. Observer reported a lot of giggling and laughter in 9-1.

Part 6, Closing quiz (study book page 6). Four teachers (1-2, 2-1, 6-1, 8-1) reported the part especially good. One (1-1) had to postpone quiz to next session due to lack of time as did 5-2. Observer reported that teacher 2-1 summarized connections between values and actions. In two classes (3-1, 3-2) the teacher added an oral review of the lesson connecting values to action (teacher evaluated new part [Part 7 "Review"] as especially good. Review of student responses showed that most students in most classes (7-1 incomplete; about half missing from 5-1 and 5-2) answered both questions correctly.

RECOMMENDATIONS

Preliminary Recommendations:

Time. Again it is difficult to attribute the disparity in times to other than class/teacher differences and/or available time. For example, the teacher for classes 3-1 and 2 who reported adding a rather fulsome Part 7, Review, to the end of the lesson, also allowed time at the beginning of the lesson (how much time is not reported) to allow students to complete the end of Lesson 4, Listing personal reasons. Yet this teacher used only 37 (3-1) and 33 (3-2) minutes for the classes. Teacher 2-1 (a 50-minute class)

was observed using 25 minutes for the sentence completion/magic package exercises, whereas teacher 9-1 was observed using only 10 minutes. The times in 1-1, 1-2 may be over because of student behavior. Again, I'm not sure how to control time except to graphically warn teachers to avoid prolonged discussion.

General. The analysis seems to say "it was a great lesson, but they didn't get it." If you look at the unit test results you see that what they didn't get most was that acting consistently is a part of ethical action (objective 1). And they didn't get it because we didn't teach it, except in a very round-about way. Running almost neck-and-neck with this was the concept that acting consistently with one's values is a desirable trait (objective 3). Although we never come out and say it directly, we do imply it so strongly that I suspect that the test item doesn't really measure it. With regard to objective 2, which they got the most, but not well, I think the problem is that the lesson is cluttered with a lot of other things like self-image, effects on self, which partly obscured the point that knowing your values allows you to act consistently with them. Also, the major parts and most engaging parts of the lesson concentrate on exploring personal values. Yet there is no objective which justifies the activities.

Therefore, I recommend that the objectives of the lesson be changed and the lesson revised accordingly. I feel we should:

1. Delete the objective that acting consistently is a part of ethical action. I think if we kept the objective and taught to it, we might confuse them. We've already taught that EA has four parts (though we don't call them that, they may be perceived that way) doing, fair, self, and others.

2. Add an activity objective: "Students will generate a list of personal values."

3. Retain the other two objectives, but focus the lesson directly on them: Knowing your values allows you to act consistently on them. Acting on your values is desirable because it makes you feel better about yourself as a person.

Part 1. Revise audio and Teacher's Manual to reflect changes in objectives.

Part 2. Revise as necessary to reflect change in objectives.

Part 3. Revise as necessary to reflect changes in objective. Revise audio and Teacher's Manual to clarify that students need not write out the complete statement, only the part that completes the statement.

Part 4. Revise audio and Teacher's Manual to clarify directions for listing personal values. Perhaps give them some time to review what they wrote for previous exercise, then ask them to make lists.

Part 5. Revise audio and Teacher's Manual to have students look down to facilitate going on memory trip. Use closing eyes and putting head down as options on the tape (or delete from tape and revise T.M. to suggest these as options for teacher). Revise trip to delete references to self image. Make point that it is desirable to act consistently with values because it makes you feel good. This should shorten trip.

Part 6. Revise closing quiz to reflect changes in objectives. One way might be to present case study with two alternatives -- one acting on value, one acting against. Ask: "If you were _____ which would you do? Why?" Another way might be to present case study and two alternatives. Tell which alternative case chose and ask why, have them select from list of reasons which includes: "_____ is acting on value." "Makes _____ feel better about self as a person."

Final recommendations:

General. The preliminary recommendations will be incorporated into the lesson with the following exceptions: the last sentence of item 3 in the General paragraph should read, "Knowing your values allows you to act consistently with them. Acting on your values is desirable because it makes you feel better about yourself." The last word on page 5 should read "better" instead of "good."

Further recommendations: The following resulted from a staff review of the preliminary recommendations:

A. In Part 1, open the lesson by reinforcing the idea that reasons for acting ethically are an aspect of self. Pickup on the idea of self relating values as another aspect of self. Self is a component of ethical action as is doing, and acting. But the doing, acting, must be consistent with the self -- what the self values -- in order to be ethical. Ergo to act consistently with ones values, one must know what they are -- knowing values is a prerequisite to acting. This will avoid the conceptual jump that acting consistently is a part of Ethical Action.

B. In Part 4 provide alternate instructions for the teacher to get students to develop a list of values; put list of persons/places/things in manual which teacher can copy on board as examples. However, ensure that students do not feel compelled to write down the examples as their own. Another way would be to have teacher list things which he/she knows are important to individual students but which they would not perceive as values. For example, one teacher consultant had a student who valued his mother very highly, yet he did not perceive her as a value. This would help those who might have difficulty devising a list of personal values.

C. In Part 6, focus the closing quiz more directly on the objective -- knowing values help you act consistently with them. Suggested quiz would have short case studies giving two alternatives which show the person acting on the value -- question would be "what does knowing about self (viz values) help you do?" Answer: "Act in keeping with them."

These changes would avoid the conceptual confusion of the original lesson.

External review. No changes suggested.

Affirmative action. No change necessary.

General function and final objectives:

General function. To introduce students to a requirement for the "consider self" part of ethical action: Knowing one's values and acting consistently with those values.

Objectives.

1. To be able to recall that two important aspects of the "self" part of ethical are knowing and acting consistently with one's values. (Tested)

2. To be able to give as a reason for examining or knowing one's values that in order to act consistently with one's values one must know what they are.

3. To be disposed to consider acting consistently with one's values as a personally desirable trait.

4. To be able to generate a list of personal values.

UNIT I, LESSON 6 -- P2

ANALYSIS NARRATIVE AND RECOMMENDATIONS

GENERAL FUNCTION: To provide instruction in what caring means.

OBJECTIVE: To be able to define caring as a real concern for the well-being (health and happiness) of others.

ANALYSIS NARRATIVE

Effectiveness:

Test data (available at this time from eleven classes) showed that in nine of the eleven classes there was definite improvement in response to post test item 7 (pretest item 6) which measured the objective. Final achievement was moderate except in 1-1 (low) and 2-1 (high). In 5-2 and 7-1 7-1 there was slight improvement and a very low level of final achievement.

Presentation:

Time. Time needed for this lesson ranged from 27 (1-1) minutes to 45 (8-1) minutes with one class (6-1) taking 52 minutes because of trouble with the projector. Five classes required approximately 30 minutes (1-2, 4-1, 5-1, 5-2, 9-1); four other classes took about 40 minutes (2-1, 3-1, 3-2, 7-1). In five of the observed classes (3-1, 3-2, 5-1, 5-2, 7-1) the filmstrip took approximately 14 minutes and the time spent on the discrimination exercise ranged from 7 to 15 minutes. In the five classes that took more than 30 minutes, teachers reported that students weren't sure of when to tear the S-I pictures.

Mode. Most of the teachers used the tape mode.

Student behavior. One teacher (8-1) reported that the students were generally not attentive because of anxiety about the CAT's that were being given that week. The observer reported that in 5-1 the students talked among themselves for most of the lesson.

Instruction:

Part 1, Get ready. No pertinent information.

Part 2, Filmstrip. In five of the observed classes (3-1, 3-2, 5-1, 5-2, 7-1) it was reported thatthe students were confused about when to tear the S-I pictures. In two classes (1-1, 1-2) the teacher said that the students enjoyed the filmstrip and had "a great time" tearing the pictures. The observer noted in 6-1 that most of the students tore the pictures without further explanation than was given on the tape. One teacher (2-1) reported

that he found the explanation of the "S-I picture session" in the Teacher's Manual was inadequate and the directions on the tape were not clear. He also thought that having the students do two activities at the same time -- tearing the picture and watching the filmstrip -- was inappropriate and distracting. He recommended that the two activities be separated. Another teacher (7-1) said that the directions for tearing the pictures were vague and confused the students. In two classes (3-1, 3-2) the teacher suggested that the tape tell the students not to tear the pictures until they were specifically directed to do so. Another teacher (4-1) thought the students should be given more time by the tape to decide about effects of actions on the filmstrip characters. In one class (5-2) many students attempted to tear out portions of the S-I pictures (an ear, neck, etc.) corresponding to the missing parts shown in the filmstrip frame.

Part 3, "What's missing?" One teacher (6-1) labeled this part "good." No other pertinent information.

Part 4, Definition of "caring." Three teachers (6-1, 2-1, 9-1) labeled this part "good." One teacher (3-1 and 2) felt that the narration in Parts 3 and 4 ran very long with no change of pace. He suggested that the narrator give a summary of the material covered in these parts at the end of Part 4, reviewing the distinction between caring and being polite, etc., and reviewing the two things one does to show caring.

Part 5, Discrimination exercise (study book page 7). In two classes (5-1, 5-2) the teacher reported that the distinctions in the discrimination exercise were too subtle for his students. Examination of their papers indicated that in 5-1 only one student chose the correct actions; in 5-2 no student had correct answers. The teacher said that item 5 presented the most problems.

In all classes, less than half the students showed correct answers on the papers that were turned in. Item 5 was the incorrect answer picked most often in five classes, although some students gave reasons relating to concern for the old woman's well-being. In three classes (2-1, 5-1, 6-1) approximately a third of the students attempted to give reasons why all the actions showed caring. In 6-1 particularly, most of these students linked their explanations to concern for the health and happiness of the others involved.

Part 6, Close lesson. In two classes (3-1, 5-2) the teacher omitted this part.

RECOMMENDATIONS

Preliminary Recommendations:

Time. Because all the classes that took more than 30 minutes had trouble with tearing the pictures (except for two with problems not related to the

lesson) clarification of this activity should help to ensure that the lesson can be completed in about 30 minutes.

Part 2. Clarify the directions in filmstrip narration for tearing the S-I pictures. Tell the students that the narrator will tell them exactly when to tear and to wait for his instructions before doing so. Increase the time for the tearing from 3 to 5 seconds. Add a line to the Teacher's Manual description of this part that explains more clearly the purpose of having the students tear the pictures.

Part 3. In order to break up the long tape narration in Parts 3 and 4 (3½ pages of script that is straight talking), perhaps this part could be changed to a brief teacher-led discussion. The teacher would call on students to indicate what was missing. If the first two or three students don't volunteer the correct answer, the teacher would give the correct answer and go on with the lesson.

Part 4. The students may be given too much information at one time in this part. They hear the definition of caring and also the two things you do to show caring. It's difficult to separate the two, however, so it is recommended that at the end of Part 5 the narrator give a summary of the information given in the part. It might also be helpful if the two things done to show caring were added to study book page 7 which contains the definition of caring.

Part 5. Add another line to directions for exercise on study book page 7, telling students that not all of the paragraphs below show caring in the way the word is defined in the course. A sample item should also be added to the page, which the teacher would lead the students through. Because so many students had trouble with item 5 (politeness and respect for elders) the sample might deal with being polite. All items should be examined carefully to see if the distinctions might be made less subtle. If the two ways of showing caring are added to this page, another direction might also be included telling the students to examine each paragraph to see if the person is doing the two things needed to show caring. (This might also help achievement of objective 1 in Lesson 7 -- see Unit I, Lesson 7 Analysis Narrative). The feedback given in the Teacher's Manual might also be revised to indicate more clearly why the various actions do or do not show caring, repeating the two things one does to show that one cares.

Final Recommendations:

General. The preliminary recommendations listed above will be incorporated into the lesson with the following exception: In Part 5, the students will not be asked to examine the paragraphs in the discrimination exercise to determine what the person is doing to show caring. The two things done to show caring will be on study book page 7 but this information will not be taught in this lesson. Therefore, the feedback for this exercise will not have to reflect the two things done.

Further recommendations. As a result of staff review of the analysis narrative and preliminary recommendations, the following additional changes are suggested.

A. In Part 1, Get ready, the introduction to the lesson should be changed so that the language parallels the change in language made in Lesson 5. The term "self-image" would not be used. The approach would be something like: "When you act in a way that shows your values, you feel better about yourself as a person. But your actions also may affect how others feel about themselves as persons ..."

B. Study book page 7, used in this part, would be revised to include the definition of caring, the two things one does to show caring, and the diagram (depicted in Preliminary Recommendations for Unit I, Lesson 7) which illustrates that caring leads to considering others. The discrimination exercises presently on page 7 would be put on a separate page.

C. In closing, the students will be required to recall in writing the course definition of caring and informed that in the next lesson they will find out how to show caring and how caring is related to the Consider Others part of ethical action.

External review. One teacher consultant suggested adding two situations which would be more relevant to urban students. One involves a boy who decides not to join a club which he thinks might be a front for gang activities because he knows that his parents are very worried about him getting involved in a gnag. The other concerns a student who doesn't like school but who decides not to quit because he knows how proud his mother would be if he were the first one in the family to earn a high school diploma. One of these would need to be changed so that the person would be acting out of duty rather than showing caring.

Affirmative action. No changes dictated by this consideration.

General function and final objectives:

General function. To provide instruction in the course definition of caring and review the affective aspect of noncaring as opposed to caring.

Objectives.

1. To be able to define caring as a real concern for the well-being (health and happiness) of others. (Tested)

2. To be able to describe the effects of noncaring acts on people.

UNIT I, LESSON 7 -- P2

ANALYSIS NARRATIVE AND RECOMMENDATIONS

GENERAL FUNCTION: To provide instruction in how one shows caring in one's daily life and to establish caring as an attitude that leads to considering others -- an essential part of ethical action.

OBJECTIVES:

1. To be able to recall the two course-given aspects of showing caring:

   a. stop to think how actions might affect others.

   b. use that information to guide actions so they have mostly good effects on everyone.

2. To be able to recall that caring about others' well-being leads to considering the effects of one's actions on others, an essential part of ethical action.

3. To be disposed to consider showing caring for others as a personally desirable trait.

ANALYSIS NARRATIVE

Effectiveness:

Test data is available at this time for all classes except 6-1. For objective 1, response to post test item 8 (pretest item 7) showed essentially no change and very low final achievement in all classes except 2-1 which showed definite improvement and a moderate level of final achievement.

For objective 2, response to test item 5 (same number on both pre and post) showed mixed results. The question was scored in two parts: Part 1 referred to "caring leads to considering," and Part 2 referred to "considering is a part of ethical action." For Part 1, five classes (1-1, 1-2, 3-1, 5-2, 7-1) showed essentially no change with very low levels of final achievement. Six classes (2-1, 3-2, 4-1, 5-1, 8-1, 9-1) showed definite improvement but only two of these (2-1, 9-1) reached a moderate level of achievement (the others were very low or low with 4-1 ranging from low to moderate). For Part 2, there was essentially no change and very low level of final achievement in six classes (1-1, 1-2, 2-1, 5-2, 7-1, 8-1). There was definite improvement with a low level of final achievement for five classes (3-1, 3-2, 4-1, 5-1, 9-1), although 3-2 did range from low to moderate in final achievement and 5-1 ranged from very low to low.

For objective 3, response to that part of test item 1 which relates to this objective showed essentially no change with a very low level of final achievement in four classes (1-1, 4-1, 7-1, 8-1). All other classes showed definite improvement with varying levels of final achievement: very low for 5-2, very low to low for 5-1, low for 1-2, low to moderate for 3-2 and moderate for 2-1, 3-1, and 9-1. NOTE: These data may reflect problems with the test question. Because of the way it was worded, many students listed their values instead of traits they regarded as desirable.

In three classes (1-1, 2-1, 6-1) the teacher reported that the lesson as a whole went well. One teacher (9-1) mentioned that as a result of this lesson his students showed sensitivity to caring for others.

Presentation:

Time. Time needed for this lesson ranged for 29 (3-2) to 44 (7-1) minutes. Seven of the twelve classes took approximately 35 minutes and four took about 30 minutes. In two classes (5-1, 5-2) the teacher reported that he had to cut the discussions short to keep the lesson within 35 minutes. However, he did not follow the Teacher's Manual directions for the second discussion.

Mode. All teachers used the tape mode.

Student behavior. No comments related to student behavior during the lesson as a whole.

Instruction:

Part 1, Get ready. In two classes (6-1, 9-1) the teacher labeled this part "good." One teacher (4-1) suggested that the students be given time to review the definition of "caring." In one class (5-1) the teacher said that the tape did not allow enough time for his students to write the definition (30 seconds is allowed). In six classes (1-2, 4-1, 2-1, 5-1, 6-1, 8-1) approximately half the students wrote a correct definition of caring. In class 9-1 two thirds of the class wrote a correction definition. In the other classes the number of students writing adequate definitions ranged from about a third of the class (5-2) to only two or three students (1-1, 3-1). In 3-1, and 3-2 most of the class equated "caring" with "helping others." In most classes there was little evidence of change after feedback, but no time is given by the tape for doing so.

Part 2, Explanation of "caring life style." One teacher (4-1) labeled this part "good." No other pertinent information.

Part 3, Fantasy trip and discussion of feelings. In two classes (3-2, 8-1) the teachers labeled this part "good." One teacher (7-1) said this part was hard for his students because the pace on the tape was too fast.

One teacher (5-2) reported that some students found the directions amusing. Another teacher (8-1) suggested that the tape should not tell the students how they might feel, but rather leave it up to them to decide how they felt. Most students in all classes wrote that they felt bad (guilty, ashamed, etc.) in the first scene and good (pleased with themselves, proud) in the second scene. A few students in some classes reported mixed feelings in both scenes due to their concern about being late to join their friends. One student reported he/she felt bad in the second scene because of helping a man and not helping a lady! To judge from the number of students in most classes who wrote at some length about their feelings, it would seem that the trip went well and that a majority of the students were involved by it.

Both teacher and observer in 5-1 reported that the discussion went well and the students enjoyed it. One teacher (9-1) reported that his students' statements in the discussion indicated sensitivity to caring for others.

Part 4, Ways of showing caring (study book page 8). In three classes (3-1, 3-2, 4-1) the teachers commented that this part was "put together well." In two other classes (6-1, 9-1) the teacher labeled this part "good." In two other classes (5-1, 5-2) the teacher reported that the discussion went well and his students were enthusiastic about giving reasons for their answers. This teacher discussed all four situations instead of choosing one as directed in the Teacher's Manual; he also reported that he had to cut the discussion short because of lack of time. Another teacher (7-1) reported that in this part his students showed evidence of real involvement. A majority of students in most classes wrote suggestions for actions that showed caring for all four situations. The exceptions were 5-1 and 5-2 in which less than a third wrote such suggested actions. Half of the students in these classes wrote nothing, but since the directions were to "write notes" about the answers they thought of, these students may have thought of answers but not written anything. In one class (9-1) approximately a fourth of the students suggested "not getting involved" for some of the situations, chiefly 1 and 4. For those students who wrote suggestions for actions that did not show caring, items 1 and 3 seemed most troublesome.

Part 5, Close lesson. In two classes (5-1 and 2) the teacher omitted this activity (writing about why lessons on caring are included in the SEA course) because he ran out of time in both classes. In four other classes (1-1, 2-1, 8-1, 9-1) there were no written student responses to this question although student responses for other parts of the lesson were included in the papers returned. In one class (1-2) the teacher gave incorrect feedback, telling the students that if you care about others you hope they will care about you. In all the classes for which there were written responses to this question, only ten students gave answers that related caring to considering others.

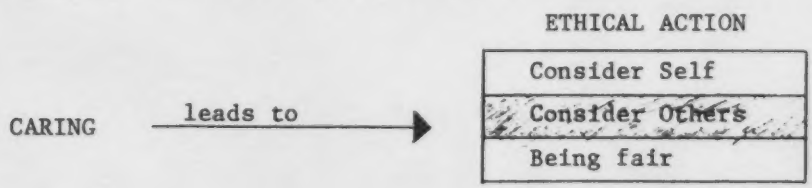
RECOMMENDATIONS

Preliminary Recommendations:

Time. The time needed for this lesson is probably directly related to the amount of time spend on the discussions. In the case of the one teacher who reported he had to cut the discussion short because of lack of time, this was probably becasue he had the class discuss all four situations instead of choosing one, as instructed by the Teacher's Manual. Since the only class to run beyond 35 minutes is one which has longer periods available anyway, it is suggested that the time requirements of this lesson are probably satisfactory.

Part 1. The activity in this part, recalling the course definition of "caring," is related to the objective for Lesson 6. Because test results for that objective (see Unit I, Lesson 6 Analysis Narrative) showed only moderate final achievement and because student responses for this activity showed that in most classes half or less of the students were able to write adequate definitions, it would probably be well to spend more time in this part reviewing the course definition. Perhaps writing the definition could be made a tape-off activity with the teacher called upon to supply feedback. By calling on some students to give their answers, the teacher could determine the wrong direction in which the students might be going (caring as helping, affection, respect or whatever) and not only repeat the definition but also repeat the distinction made in the previous lesson between caring and politeness, obedience, etc. The teacher could also ask the students to rewrite their definitions if they were not correct.

Part 2. This part presents the students with information related to objectives 1 and 2 of this lesson. Because of the low level of final achievement for these objectives (see "Effectiveness" above), the instruction in this part must be reinforced. The changes suggested for Part 4 of Lesson 6 (see Unit I, Lesson 6 Analysis Narrative and Recommendations) may help to reinforce the two things done to show caring. (See also the recommendations for Part 4 of this lesson.) Another suggestion is that the relationship of caring to ethical action be spelled out in a diagram -- possibly something like the one below -- and that this be added to the page. If the page is then too crowded, it might be necessary to make a separate page for the exercise in Part 4 of this lesson. A final suggestion is that the recall exercise presently in Part 5 be moved up to the end of this part and be expanded to include the two things one does to show caring.



Part 3. The written responses of many of the students showed that they seemed to be involved with the trip but the test results for objectives 3 show room for much more improvement in final achievement of that objective. Perhaps if, as one teacher (8-1) suggested, the feelings the students might have are not given to them on the tape, the students would feel called upon to think more deeply about how they actually did feel.

Part 4. The items themselves in the exercise on study book page 8 seemed to evoke thoughtful responses from a majority of the students so no change is recommended. The directions, however, might be changed to ask the students to indicate in their answers the two things they would do to show caring. The directions to the teacher for the discussion might also emphasize a little more strongly the need to point up the two things done to show caring.

Part 5. It has been suggested that the recall activity which was in this part be moved to Part 2 of this lesson. Therefore it is recommended that the closing activity of the lesson be a summation given by the teacher, reminding the students of how caring is related to considering others. This would probably be the closure on the discussion.

Final recommendations:

General. The preliminary recommendations listed above will be incorporated into the lesson with the following exceptions:

A. Instead of recalling the definition at the end of Part 1 and recalling the two things done to show caring and the relationship of caring to consider others at the end of Part 2 (as suggested in the Preliminary recommendations), it is recommended that a single recall exercise be given at the end of the lesson which asks students to recall the definition, things done, and the relationship of caring to consider others.

B. For Part 3, it is recommended that the feelings students might have during the trip should remain in the script in order to steer students in the right direction, i.e., so they understand that how they feel is what is being asked, rather than what they feel they should do, or some other use of the word "feel."

Further recommendations. As a result of staff review of the analysis narrative and preliminary recommendations, the following additional changes are suggested.

A. It is recommended that item 5 be deleted from the unit test.

B. Page 8 in the study book, which is used in Part 4 of this lesson, would appear much as it does now, with the exception that the part explaining the two things one does to show caring would be removed. (This information will now appear on page 7 with the definition and the diagram.)

External review. One teacher consultant suggested that shopping malls (the setting in which the fantasy trip in Part 3 takes place) are not too common in an urban location. The scene, therefore, could be shifted to a busy street instead of a mall.

Affirmative action. No change necessary.

General function and final objectives:

General function. To provide instruction in how one shows caring in one's daily life and to establish caring as an attitude that leads to considering others -- an essential part of ethical action.

Objectives.

1. To be able to recall the two course-given aspects of showing caring:

   a. Stopping to think how actions might affect others.
   b. Using that information to guide actions so they have mostly good effects on everyone. (Tested)

2. To be able to recall that showing caring leads to considering others, which is an essential part of ethical action. (Tested)

3. To be disposed to consider showing care for others as a personally desirable trait.

UNIT I, LESSON 8 -- P2

ANALYSIS NARRATIVE AND RECOMMENDATIONS

GENERAL FUNCTION: To enlarge on the third key word in the ethical action definition, "fair," and to encourage students to commit themselves to being fair.

OBJECTIVES:

1. To be able to define "being fair" as giving others the same consideration as yourself.

2. To be disposed to indicate that being fair to all persons is a personally desirable trait.

ANALYSIS NARRATIVE

Effectiveness:

Test data is available from all classes except 6-1. For objective 1, responses to post test item 9 (pretest item 8) showed virtually no change and a very low level of final achievement in three classes (1-1, 5-2, 7-1). All other classes showed definite improvement although the final levels of achievement varied from high (2-1) through moderate (4-1, 5-1, 9-1) to low (1-2, 3-1, 3-2, 8-1).

For objective 2, responses to the appropriate part of test item 1 (same number for both pre- and post tests) showed slight improvement in four classes (4-1, 7-1, 8-1, 2-1) with a very low level of final achievement except for 2-1 which had a low final achievement level. The other classes all showed definite improvement with three classes (5-1, 5-2, 8-1) showing a moderate level of achievement. NOTE: These data may reflect problems with the test question. Because of the way it was worded, many student listed their values instead of traits they consider to be desirable.

One teacher (2-1) commented that this was definitely a very constructive lesson as far as results were concerned. Another teacher (7-1) said that as a result of this lesson his students had a better grasp of what "being fair" means.

Presentation:

Time. The time for this lesson ranged from 32 minutes (4-1, 5-1) to 59 minutes (5-2). In 5-2, however, the observer reported that the teacher was confused by the directions for the superior/inferior activity and took 31 minutes for the first two parts of the lesson alone. Five classes (1-1, 1-2, 4-1, 5-1, 9-1) took less than 40 minutes; four (2-1, 3-1, 3-2, 6-1) required 40 to 45 minutes; and three (7-1, 8-1, 5-2) required 50 minutes or more. In

five classes (3-1, 3-2, 4-1, 5-2, 6-1) the teachers commented that the lesson was too long to be done well in one class period.

Mode. All teachers used the tape and teacher mode.

Student behavior. The superior/inferior exercise caused management problems in some classes which continued throughout the session. See discussion of Part 2 under "Instruction" below.

Instruction:

Part 1, Get ready. One teacher (9-1) labeled this part "good." In one class (3-2) the teacher had grouped students prior to the session. In another class (1-1) the observer reported that the teacher grouped the students instead of allowing them to choose their own groups. As a result, some students were unhappy with their group. In two classes (1-1, 5-2) the teachers passed out the copies of worksheet 2 during this part, causing the students to be confused and ask questions about what to do with it.

Part 2, Unequal treatment activity (Worksheet 2). In four classes (1-1, 1-2, 5-1, 5-2) the teachers reported that this activity presented management problems which persisted throughout the rest of the class session. The observer reported, however, that both of these teachers had been confused by the instructions for the activity and therefore confused the students. In both cases, the teachers handed out the copies of worksheet 2 (the 5-2 teacher forgot to cut the worksheet in half) at the beginning of the session instead of distributing it at the time indicated in this part. The students, particularly those receiving the illegible copies, persisted in asking questions about what they were to do, to which the teachers did not reply. Instead, the teachers continued giving directions which the students did not hear. Another teacher (6-1) had her students copy onto notebook paper the rules for the 2's.

In two classes (5-1, 6-1) teachers indicated that some of the students who were 2's had their feelings hurt because of the way they were treated. Two teachers (6-1, 7-1) also reported that some of the students who were 1's felt bad because of the way they were directed to treat the 2's. One teacher (2-1) felt that this activity made some students who actually perceive themselves to be superior really think about their actions. Another teacher (6-1) stated that some "quite dominant personalities" who found themselves as 2's were "greatly affected" by the activity.

In three classes (3-1, 5-1, 6-1) the teachers felt this activity should be given more time than is allotted to it in the lesson. One teacher (6-1) thought the students should be given an opportunity to reverse roles and that words other than "superior" and "inferior" should be used to describe the two groups. One teacher (4-1) said that his student enjoyed the activity. He had

thought they might think it silly, but they "really got into it." Two teachers (2-1, 7-1) were enthusiastic about the effects of the activity on their students. In two classes (3-1, 3-2) the teacher called the activity "definitely worthwhile" and also commented that it was a good introduction to role playing. He also noted that the activity requires a lot of preparation time on the part of the teacher. No teacher suggested that the activity be dropped.

Part 3, Discussion of feelings about unequal treatment (Worksheet 3). In two classes (5-1, 5-2) the discussion was not held. In five classes (2-1, 3-1, 3-2, 4-1, 6-1) the teachers commented that the discussion was good, although one (6-1) felt there was not enough time to discuss the feelings thoroughly. In one class (2-1) the students were reluctant to share their feelings until the teacher asked the 1's if they had given the same consideration to the 2's as they did to the other 1's; then some students began to discuss their feelings. All the 1's who volunteered spoke of feeling guilty, ashamed, etc. One teacher (7-1) commented that the discussion seemed more free than usual. Another teacher (9-1) reported that several students expressed great concern over the way the 2's were treated.

On worksheet 3 over half the students in all classes except two (2-1, 8-1) used their own words instead of the terms given on the sheet to describe their feelings. Most seemed appropriate. Most of the 1's expressed feelings of uneasiness or shame about the way they treated the 2's and most of the 2's said they felt irritated, mad or vengeful.

Part 4, Introduction to filmstrip. One teacher (9-1) labeled this part "good." No other information.

Part 5, Filmstrip. In three classes (1-1, 4-1, 9-1) the teachers said the filmstrip was good.

Part 6, What I think about being fair (study book page 9). The student responses for the questions showed that more than half the students in most classes were able to clearly describe instances of unfair treatment. In 9-1, three students used the exercise in Part 2 of this lesson as the example. A majority of students in most classes gave meaningful reasons why being fair is important to them; most reflected reciprocity. Most students, however, were unable to answer the last question, "Why is being fair important in ethical action?" Only three students (two in 3-1 and one in 9-1) linked fairness to the equal consideration of self and others. A few students in most classes linked fairness to thinking about self and others with no reference to "equal"; in 3-2 four students made reference to giving others preference over self. A number of students in each class either wrote nothing for this question or said "I don't know."

Part 7, Close lesson. Two teachers (8-1, 9-1) said that the discussion of the last question on study book page 9 was good. The observer noted in

2-1 that the student responses were good. In one class (8-1) the teacher related the discussion to concepts the students were studying in their history class. The observer reported that in two classes (1-1, 5-2) the discussion was not held.

RECOMMENDATIONS

Preliminary Recommendations:

Time. This is definitely a potential problem for this lesson, which could be handled in one of two ways. The teacher could be alerted that the lesson may require more than one session and a breakpoint suggested at the end of Part 3. Or the lesson could be divided into two lessons at this same point.

Part 1. Reword the directions in the Teacher's Manual so that the teacher is explicitly told not to group the students but to let them choose who they want to work with, in order to prevent some management problems.

Part 2. A note might be added at the end of the Teacher's Notes for Lesson 7 alerting the teacher to the fact that Lesson 8 requires a fair amount of careful preparation. The "teacher involvement" paragraph in Lesson 8 should emphasize the need for following the directions for this activity exactly. The directions about worksheet 2 under "Materials needed" should be emphasized by use of underscoring or capitals and a line should be added at that point directing the teacher not to hand out copies of this worksheet until the groups have been divided into 1's and 2's and the rules governing 2's behavior have been given.

The specific terms "superior" and "inferior" aren't really necessary and could be deleted. The explanation about how the 1's feel about themselves and the 2's is sufficient to convey the impression without using the words.

A note should be added to the Teacher's Manual alerting the teacher to the possibility of problems that might arise from this exercise. Options might also be provided that would help to prevent or handle such problems. For example, the teacher might be given a further explanation of the activity which he/she could give to his/her class; the emphasis might be more on role playing, telling them that in this activity they will be asked to play roles -- act in a way that is quite different from the way they would act in real life.

The students might also be asked to copy from the board the rules for 2's after groups have been divided but before the explanation about 1's and 2's has been given.

If students appear upset or uneasy at the end of the activity, the teacher might allow them to reverse roles for a few minutes before going on to the discussion. This is particularly feasible if the lesson is to be divided in half.

Part 3. If the lesson is to be divided in half at the end of this part, the discussion could be enlarged to focus on the meaning of the "being fair" definition. The lesson could then end with the students being asked to recall the definition in writing.

Part 4. No changes suggested except as might be necessary if the lesson is divided and this becomes the first part of the new lesson.

Part 5. No changes suggested.

Part 6. The last question on study book page 9 should be changed. It doesn't relate to an objective for the lesson so it could be dropped, particularly if the lesson is not divided. Or it could be changed to something like, "Read the definition of being fair in the middle of the page. Give an example of what you think giving all others the same consideration as yourself means."

Part 7. If the lesson is not divided and if the last question on study book page 9 is dropped, this discussion could be dropped also. The lesson might then end with the students being asked to recall in writing the definition of being fair and with the teacher giving feedback. If the lesson is divided, however, the discussion would focus on the last study book page 9 question, changed as suggested above. The teacher, after allowing students to share their answers, might then call upon the class to think of some ways that "being fair" could be implemented in the classroom -- perhaps referring to the list of rules for the 2's in the last lesson: "These were rules or ways of behaving that were unfair. Could you think of some rules or ways of behaving in this class that would show equal consideration for everyone?"

Final recommendations:

General. It is recommended that this lesson be revised to form two lessons. The first three parts of the P2 lesson would constitute one lesson and the last four parts would constitute the other lesson. The focus of both lessons will be on being fair in considering self and others instead of the present focus on unequal treatment.

The preliminary recommendations for Parts 1 through 3 would be incorporated into the new Lesson 8 with the following changes.

A. In Part 1 a line should be added to the recommended rewording of directions to the teacher, allowing the teacher to guide the grouping of students in cases where class management dictates that certain students not work together.

B. In Part 2, it is also recommended that reversing roles be made a formal part of the activity. Also in this part, any references to "rules" in in the directions for the teacher should be deleted. For example, "These are the ways the 2"s will follow."

C. In Part 3, the heading on Worksheet 3 should be changed to read "Feelings About Unfair Treatment." The questions and following discussion will focus on how it feels both to be treated unfairly and to treat others unfairly.

The preliminary recommendations for Parts 4 through 7 are generally not accepted and recommendations for the new Lesson 9 are explicated below under "Further Recommendations."

Further recommendations. As a result of staff review of the analysis narrative and preliminary recommendations, the following additional changes are suggested.

A. In new Lesson 8, graphic devices should be added in the Teacher's Notes to alert the teacher to potential management and time problems.

B. For new Lesson 9, the following changes are recommended.

Part 1, Introduction to filmstrip (old Part 4). The focus here would be on the fact that "being fair" in considering self and others is part of ethical action. It would be emphasized that the same consideration as is given to self is given to all other persons because of our belief in the equal worth of all persons -- in the human dignity which all persons share -- as opposed to the current explanation which highlights our belief in equality.

Part 2, Filmstrip (old Part 5). The script for the filmstrip would be changed to reflect the change from "equality" to "being fair" in that it would be pointed out that the historical examples such as slavery and limited franchise are not being fair because these practices do not regard all people as being of equal worth and do not reflect a belief in univeral human dignity. The dialog between the two girls in the last segment of the filmstrip should be revised to link the episode to being fair in the consideration of self and others; more emphasis should be placed on fairness to self as well as others, so as to avoid suggesting self-sacrifice.

The name of the movie star in this last segment should be changed from "Robert Redford" to "Rock Stone" to avoid dating the filmstrip.

Part 3, Discrimination exercise (new). This exercise would consist of brief case studies describing a person being fair or unfair to others and to self. The students would be asked to read the cases and answer the

question: Was the person being fair? The teacher would be asked to give feedback by eliciting the answers from the students and asking them why they answered as they did. Directions for the feedback would alert the teacher to the necessity of pointing out to the students that "being fair" in considering self and others does not call for the sacrifice of one's own interests.

Part 4, Discussion. In this part the students would be asked to recall an example of "being fair" and share this with the class. The examples would be discussed, with the focus being on what made the action fair or unfair (did it show an equal consideration of self and others on the part of the actor?). The teacher would close the discussion by asking the students to recall in writing the definition of "being fair."

External review. One teacher consultant suggested that the students might be distracted by the many dates given in the filmstrip and would start thinking about the essence of those time periods rather than why the events were mentioned in the first palce. Therefore, it is recommended that when the filmstrip is introduced, the students be told that they are going on a short historical trip -- that the dates will act as guideposts but it isn't important that they remember them.

One of the external reviewers suggested that the examples used in the course seem somewhat flat. Therefore, it is recommended that the cases developed for the discrimination exercise might deal with issues somewhat "heavier" than the "going to the movies" episode in the filmstrip.

Affirmative action. Because we lost two females in major roles in Lesson 2 due to changes in the filmstrip, it would be well to make the characters in the discrimination exercise in Part 3 mostly female -- perhaps three females and two males.

General function and final objectives:

New Lesson 8.

General function. To explore the meaning of "being fair," a key part of ethical action, through examination of the course definition and an experiential exercise.

Objective.

> To be able to report the personal affect of being treated unfairly and of treating others unfairly.

New Lesson 9.

General function. To exemplify "being fair" through given and personally recalled examples and to encourage students to commit themselves to being fair.

Objectives.

1. To be able to define "being fair" as giving others the same consideration as yourself in everyday life. (Tested)

2. To be able to generate an example of "being fair" in which the consideration of others is equally as important as consideration of self.

3. To be disposed to indicate that being fair to all persons is a personally desirable trait.

UNIT I, LESSON 9

ANALYSIS NARRATIVE AND RECOMMENDATIONS

GENERAL FUNCTION: To introduce students to the ethical action strategy.

OBJECTIVES:

1. To be able to identify the strategy steps from given rephrased definitions.

2. To be able to recall strategy step names in order.

ANALYSIS NARRATIVE:

Effectiveness:

Test data is available from all schools except 6-1. For objective 1, responses to posttest item 6 (students not asked to identify steps on pretest) showed a wide range of achievement levels. Final achievement for correctly identifying all steps was very low in six classes (1-1, 4-1, 5-1, 5-2, 7-1, 8-1) and moderate in five classes (1-2, 2-1, 3-1, 3-2, 9-1). (NOTE: These five classes rank above the national average in verbal ability, while the other six classes rank below.)

Objective 2 was not specifically measured in a test item. However, the responses to posttest item 6 (in which students were also asked to number the steps in their proper order after labeling them) were examined to determine the percentage of students who were able to associate the proper step number with all the step names. Achievement levels ranged from very low (5-2) to very high (3-2). One class (2-1) showed a high level; seven (1-1, 1-2, 3-1, 4-1, 5-1, 8-1, 9-1) showed a moderate level; and one (7-1) showed a low achievement level.

Two teachers (2-1, 9-1) commented that this was an excellent lesson. In one class (1-1) the teacher called it "well-designed." In six classes (1-1, 1-2, 2-1, 6-1, 8-1, 9-1) teachers reported that the lesson went over well with the students. Two teachers (2-1, 9-1) reported that student interest was high.

Presentation:

Time. The time used in this lesson ranged from 25 minutes (3-1) to 42 minutes (6-1). Included in the time for 6-1, however, was 5 minutes which the students spent copying the strategy from study book page 10 so they could memorize it as a homework assignment. Four classes (2-1, 5-1, 7-1, 8-1) took approximately 35 minutes. One class (4-1) took 33 minutes. The rest took 30 minutes or less.

Mode. Most of the teachers used the tape mode except for one (4-1) who used teacher mode throughout because his tape recorder was not working. In two classes (3-1, 3-2) the teacher used the tape and teacher mode.

Student behavior. Two teachers (2-1, 9-1) reported that the students were very interested in the lesson.

Instruction:

Part 1, Get ready. In six classes (1-1, 1-2,2-1, 3-1, 3-2, 9-1) the teachers labeled this part "good." In two classes (3-1, 3-2) the teacher asked his students to take notes on the review presented on the tape.

Part 2, Definition and explanation of "strategy." In five classes (1-1, 1-2, 2-1, 6-1, 9-1) the teachers labeled this part "good." A few students in two classes (6-1, 7-1) said the "ball-throwing" activity was too childish and they didn't want to do it. One teacher (8-1) reported that her students enjoyed this activity. Another teacher reported that one class (5-2) wasn't sure they were supposed to get up and go through the ball-throwing steps so he had to repeat the directions. He also found it necessary to repeat the definition of "strategy."

Part 3, Explication of strategy steps. In five classes (1-1, 1-2, 2-1, 6-1, 9-1) the teachers labeled this part "good." One teacher (6-1) turned off the tape after this part and asked students the step names. About half the students volunteered for each step; the six students called upon answered correctly.

Part 4, Fill-in exercise (Worksheet 4). In six classes (1-1, 1-2, 3-1, 3-2, 6-1, 9-1) the teachers labeled this part "good." In three classes (6-1, 7-1, 8-1) it was reported that the students responded well to the exercise, although in both 7-1 and 8-1 the teachers found it necessary to reexplain the directions. In one class (5-2) the teacher conducted the exercise as an oral exercise and said it went well. Student responses showed that in four classes (3-2, 2-1, 1-2, 9-1) half or more of the students correctly identified the steps. In three classes (3-1, 8-1, and 1-1) less than a third of the students did so. In 5-1 half the students filled out the worksheet correctly but this may have been after the exercise was done orally.

Part 5, Memory device. In eight classes (1-1, 1-2, 2-1, 3-1, 3-2, 4-1, 5-1, 9-1) the teachers labeled this part "good." Two teachers (6-1, 8-1) reported that the students responded well. In one class (7-1) this part was omitted and the students were just told to remember the first letters of the step names. The majority of students in all classes except 5-2, 7-1, and 8-1 recorded accurate memory devices. In two classes (3-1, 3-2) the teacher commented that this was the first time his students had been introduced to memory devices.

Part 6, Recite step names in order. In seven classes (1-1, 1-2, 3-1, 3-2, 6-1, 9-1) the teachers labeled this part "good." In one class (4-1) some students preferred to study alone instead of working with a partner. One teacher (8-1) reported that the students responded well. Another teacher (9-1) said that his students needed more than the allotted time. In two classes (3-1, 3-2) the teacher called on volunteers to recite the list before the class.

Part 7, Close lesson. In six classes (1-1, 1-2, 3-1, 3-2, 6-1, 9-1) the teachers labeled this part "good." Two teachers (6-1, 8-1) stated that the students responded well. Examination of student responses showed that in two classes (3-2, 2-1) all students listed the step names correctly. In all other classes (except 4-1 and 7-1 for which papers were not returned) a majority of students listed the names in proper order. In two classes (5-1, 5-2) some students listed only the first word for the first three step names.

RECOMMENDATIONS

Preliminary recommendations:

Part 1. No change suggested.

Part 2. No change suggested.

Part 3. Better results might be achieved in the attainment of objective 1 if the definitiions of the step names were printed on a study book page so the students could follow the narrator's explanation. Perhaps this could be done in a cartoon format.

Part 4. No change suggested on the worksheet. (One suggestion considered was that the definitions be simplified somewhat but it was decided that further simplification might cause confusion for the students later.) A line should be added to the Teacher's Manual directions for this part, advising the teacher not to do this as an oral exercise. If the students are poor readers, the teacher might read the definitions aloud but the students should still write their answers on the worksheet.

Part 5. No change suggested.

Part 6. No change suggested.

Part 7. It might be suggested to the teacher that he or she give feedback by calling on students to volunteer the first step name, the second, and so on, and in addition, to explain what each step means.

Final recommendations:

General. The preliminary recommendations listed above will be incorporated into the lesson along with the additional changes suggested in the section that follows.

Further recommendations. As a result of staff review of the analysis narrative and preliminary recommendations, the following additional changes are recommended.

A. In Part 1 the introduction to the lesson should link the strategy with the "doing something" part of ethical action.

B. In Part 2 there will be less emphasis on the word "strategy" and more on the process of six steps that will help the students to act ethically. The idea of a process that consists of steps will be explained using the same ball-throwing analogy as is in the present lesson.

C. In Part 3 the illustrations of the steps on the new study book page would be simple drawings that would help the students to focus on the meaning of the step name.

D. In Part 4 the wording of the parenthetical explanation in the rephrased definition of Step 6 should be changed from "fair to yourself and others" to "had mostly positive effects on yourself and others."

E. Throughout the lesson, the name of the first strategy step "Identify the Value Problem" should be changed to "Identify the Value Question." It is hoped that this change will help the students to regard the strategy as a process for acting ethically instead of a process for problem solving.

External review. No changes suggested by any reviewers.

Affirmative action. No change necessary.

General function and final objectives:

New Lesson 10.

General function. To introduce students to the Ethical Action Strategy.

Objectives:

1. To be able to identify and recall in the correct order the strategy steps from given rephrased definitions. (Tested)

2. To be able to indicate use of the strategy as one guide in "doing something" ethical.

UNIT I, LESSON 10 -- P2

ANALYSIS NARRATIVE AND RECOMMENDATIONS

GENERAL FUNCTION: To review unit concepts and prepare students for unit test.

OBJECTIVES: Students will indicate through review exercise and a unit test that he/she:

1. Is able to write a definition of Ethical Action which includes the idea of (1) doing something which is (2) fair or shows equal consideration for (3) self and (4) others.

2. Is able to list course-given reasons for acting ethically.

3. Is able to recall that acting consistently with one's values is an important part of ethical action.

4. Is able to give as a reason for examining own values the need to know one's values in order to act in a way consistent with them.

5. Is able to define caring as a real concern for the well-being (health and happiness) of others.

6. Is able to recall the two course-given aspects of caring:

   a. stopping to think how actions might affect others.
   b. using the information to guide actions so they have mostly good effects on everyone.

7. To be able to recall that caring about the well-being of others leads to considering the effects of one's actions on others, as an essential part of ethical action.

8. Is able to define being fair as giving others the same consideration as yourself in everyday life.

9. Is able to identify the strategy steps from given rephrased definitions.

ANALYSIS NARRATIVE

Effectiveness: (See analysis of Lessons 1 through 9)

Presentation:

Time: The time required for this lesson (which in most classes included the post test) ranged from 30 minutes (9-1) to 65 minutes (8-1). Two classes required from 32 (5-2) to 35 (7-1) minutes for the lesson alone; the post test was given in a separate session. Six classes (1-1, 1-2, 2-1, 3-1, 3-2, 5-1) required from 35 to 40 minutes while one class (4-1) took 44 minutes and another (6-1) took 55 minutes. In lieu of further information, it can only be assumed that the amount of time taken for the lesson depended on the amount of time the teacher spent on the review. In those classes for which the time for the test was reported (5-1, 3-2, 9-1, 5-2) the test required about 15 minutes. In four classes (1-1, 1-2, 3-1, 3-2)the teachers said they had to rush the review in order to have time for the test.

Mode. All teachers used the Teacher Mode since there was no tape provided.

Student behavior. Two teachers (6-1, 9-1) indicated that the students enjoyed the method of review. Two other teachers (2-1, 4-1) reported that the lesson was well organized and went smoothly.

Instruction:

Part 1, Get ready. In three classes (1-1, 2-1, 9-1) the teachers indicated this part was good.

Part 2, Review Lesson 1. In four classes (1-1, 2-1, 6-1, 9-1) the teachers labeled this part good.

Part 3, Review for the unit test. In four classes (1-1, 2-1, 6-1, 9-1) the teachers labeled this part good. One teacher (8-1) reported that her students were still confused by the strategy steps and indicated she felt more time should be spent on reviewing the steps. Student responses to worksheet 5 (matching strategy step names with rephrased definitions) showed that in three classes (4-1, 1-2, 3-2) about one fourth of the students had correct answers. Three other classes (8-1, 5-1, 5-2) showed more than one fourth but less than a half of the students answered correctly, while in two classes (3-1, 9-1) slightly more than half of the students had correct papers. The worksheets were not returned for two classes (1-1, 7-1). There was no one step definition that students missed more frequently than others.

For review exercise 2 on study book page 13, less than half the students in all classes correctly identified those sentences that told about a person doing something that is an important part of ethical action. Item C (related to politeness) was most often checked incorrectly. In four classes (3-1, 5-1, 8-1, 9-1) 6 to 8 students listed all items.

In one class (5-2) the teacher noted that he had to read the directions aloud for all activities in this part.

Part 4, Administer the unit test. In three classes (2-1, 5-1, 9-1) the teachers labeled this part "good."

RECOMMENDATIONS

Preliminary Recommendations:

Part 1. No change suggested.

Part 2. If we plan to suggest that the post test be given in a separate session, no changes are suggested in this part. If, however, the post test is to be given along with this lesson, this part (because it is not measured in the unit test) would seem to be the most expendable and could therefore be dropped.

Part 3. No change suggested for review exercise 1 (study book page 12) or exercise 3 (worksheet 5). Because the students seem to do fairly well on recalling the parts of "ethical action," and did poorly on the objectives related to caring, it might be well to change review exercise 2 to relate to the things that one does to show caring. It might still be a discrimination exercise in which students are asked to pick out the paragraphs that show a person doing the two things one must do to show caring. Or it might present two short case studies; in one the student might be asked to underline those parts of the paragraph that show the person doing the two things one must do to show caring; in the second case, the student might be asked to identify what it was that led the person to consider how his action might affect others.

Part 4. Changes for the unit test have been suggested under Recommendations for Lessons 1 through 9 as appropriate.

Final Recommendations:

General. The preliminary recommendations listed above will be incorporated into the lesson with the exceptions noted below.

Instead of changing Review Exercise 2 to relate to the "caring" objectives, it is recommended that this exercise be dropped entirely in order to allow time for the unit test to be given in the same class session. The changes made in the recall activities in the "caring" lessons should ensure that the review of these concepts in Review Exercise 1 is sufficient.

Further recommendations: As a result of staff review of the analysis narrative and preliminary recommendations and of the draft versions of the lessons in the revised unit, the following additional changes are recommended.

A. Drop Part 2 (recall the things covered in Lesson 1) except possibly for the list of students responsibilities, which students would be asked to give orally.

B. Change the wording of items 2, 3, and 5 on study book page 11 (now page 12) to agree with changes made in the lessons and objectives covered by these items.

C. Change the wording of questions 2, 3, and 5 on study book page 12 (new page 13) to make them congruent with the items on the preceding study book page.

D. Change the wording of the parenthetical phrases in item 5 and 6 on Worksheet 5 from "fair to yourself and others" to "would have (had) mostly good effects on yourself and others." Change the word "problem" in the name of Step 1 to "question."

External review. No changes suggested.

Affirmative action. No change necessary.

General function and final objectives:

New Lesson 11.

General function. To review unit concepts and prepare students for unit test. The lesson which covered a particular objective is noted in parentheses.

Objectives.

1. To be able to write a definition of "ethical Action" which include the idea of (1) doing something which is (2) fair or shows equal consideration for (3) self, and (4) others.

2. To be able to state or identify the course-preferred reason for acting ethically as being a personal standard of acting in a way that is fair to self and others.

3. To be able to recall that two important aspects of the "self" part of ethical action are knowing and acting consistently with one's values.

4. To be able to define "caring" as a real concern for the well-being (health and happiness) of others.

5. To be able to recall the two course-given aspects of caring:

   a. stopping to think how actions might affect others.

   b. Using the information to guide actions so they have mostly good effects on everyone.

6. To be able to recall that showing caring leads to considering others which is an essential part of ethical action.

7. To be able to define "being fair" as giving others the same consideration as yourself in everyday life.

8. To be able to identify and recall in order the strategy steps from given rephrased definitions.

UNIT II, LESSON 1 -- P2

ANALYSIS NARRATIVE AND RECOMMENDATIONS

GENERAL FUNCTION: To provide the students with instruction and practice in using Ethical Action Strategy Step 1, Identify the Value Problem.

OBJECTIVE: To be able to state the value problem for a given situation.

ANALYSIS NARRATIVE

Effectiveness:

Response to test item 1 showed that in one class (2-1) the final achievement was very high; in two classes (3-1, 3-2) the final achievement was high; and in two other classes (6-1, 9-1) the final achievement was moderate. All these classes showed definite improvement. Two other classes (4-1, 5-1) showed definite improvement but a very low level of final achievement. Two classes (5-2, 7-1) showed no improvement and a very low level of final achievement. Class 8-1 showed a low level of final achievement; the degree of improvement cannot be determined because the pretests were lost.

One teacher (2-1) commented that the lesson was well-organized and the students did well. Another teacher (9-1) said that his students really got into the lesson and enjoyed the group work. Another teacher (8-1) whose students were not used to group work thought there were too many different ideas in the lesson.

Presentation:

Time: The time for this lesson ranged from 29 minutes (1-2) to 72 minutes (5-1). It should be noted, however, that the 5-1 teacher did this lesson all the way through twice and the 72 minutes is the total time used for both sessions. Four classes (1-1, 1-2, 4-1, 8-1) required about 30 minutes. Four other classes (2-1, 3-1, 3-2, 7-1) took from 35 to 40 minutes, although the observer reported that class 2-1 required 46 minutes (as opposed to the teacher's report of 40 minutes). Three classes (5-2, 6-1, 8-1) took 45 minutes; class 5-2, however, was interrupted by gas fumes, and class 8-1 required more time because the students were very slow in forming their groups. In 6-1 some time was spent in copying the words and definitions on the unit divider page which were to be memorized as a homework assignment. One teacher (9-1) commented that he felt this lesson needed more time -- at least 5 more minutes.

Mode: All teachers used the tape mode.

Student behavior. In two classes (1-1, 1-2) the students did not like group work and some objected strenuously. This presented management problems for the teacher that persisted throughout the lesson. In two classes (6-1,

9-1) the teachers reported that the students liked group work and responded well to the lesson, although the observer noted in 6-1 that the students talked among themselves throughout the lesson.

Teacher-recommended changes. One teacher (8-1) recommended that the first group work lesson should be made shorter and less complicated; this would be very helpful for those classes who are not accustomed to group work.

Instruction:

Part 1, Get ready. In eight classes (1-1, 1-2, 2-1, 3-1, 3-2, 5-1, 5-2, 8-1) the teacher assigned the students to their groups. In four classes (4-1, 6-1, 7-1, 9-1) the students grouped themselves. In three classes (1-2, 4-1, 8-1) the teacher reported that it took a long time to get the students into their groups. In four classes (2-1, 3-1, 3-2, 6-1) the grouping and choosing of a recorder was done prior to beginning this lesson. In five classes (1-1, 1-2, 3-1, 3-2, 8-1) the groups were integrated by sex. In three other classes (4-1, 6-1, 9-1) the groups were segregated by sex. In two classes (5-1, 5-2) the groups were segregated by sex and race. In three classes (2-1, 6-1, 9-1) the teachers reported that there was no problem with group work. In one class (8-1) the teacher stated that although her students were not accustomed to group work and therefore had difficulty, she felt that learning to work in groups was of positive value. Two teachers (6-1, 9-1) labeled this part good.

Part 2, Review (study book page 14). In three classes (2-1, 6-1, 9-1) the teachers labeled this part good and said that their students did well. Student responses showed that in seven classes (1-2, 2-1, 3-1, 3-2, 4-1, 6-1, 9-1) two thirds or more of the students matched the step names correctly. In two classes (5-1, 8-1) about half the students matched the step names correctly. In all these classes there was evidence of change after feedback. Only ten students returned papers in classes 5-2 and 7-1; in both cases 3 of the 10 were correct and there was no evidence of change after feedback. Papers for this exercise were not received from 1-1.

Part 3, Select case studies (study book page 15). Three teachers (2-1, 4-1, 9-1) labeled this part good. In one class (1-2) the teacher reported she had to replay the directions several times plus explaining them herself before the students understood what to do. (The students in this class, however, resisted working in groups.) In four classes (2-1, 6-1, 7-1, 8-1) the teachers assigned the cases to the groups. In the rest of the classes the groups chose their own cases and in two classes (4-1, 9-1) the teachers reported the students enjoyed doing so. In all the classes except 1-1 and 1-2, teachers reported that all the case studies were used. In one class (8-1) the teacher reported that the black students had not wanted to work with the white case study characters. Generally, the two most "popular" characters were Dianne and Pete, in that in classes where there were more

than four groups, these were the cases most frequently chosen by more than one group. In one class (3-1), however, three of the six groups chose Jack. In 1-2 the case of Jack was not used. (NOTE: Information regarding which characters were chosen by the students was largely gained from examination of student responses on worksheet 6.) In three classes (5-1, 7-1, 8-1), however, it was difficult to tell how many groups were working with which characters. Papers returned from 5-1 included four copies of worksheet 6 labeled "Dianne"; three copies labeled "Andrea," two copies labeled "Pete" (but nothing else written on the worksheets), and one copy labeled "Jack and Pete." In 7-1 apparently each student was given a copy of worksheet 6. Three copies labeled "Jack," three copies labeled "Pete," and two copies labeled "Andrea" were returned. In 8-1, five "Jack," three "Andrea," two "Dianne," and one "Pete" worksheets were returned. It was learned later that for the first part of this unit the 8-1 teacher had each group work with all the cases. It is not known in these three classes (5-1, 7-1, 8-1) how many groups the worksheets actually represented.

Part 4, Practice Step 1. Identify the value problem -- Discuss; Name the value (Worksheet 6). In one class (2-1) the teacher labeled this part "good" and said that three of his four groups named the value correctly. In two classes (8-1, 9-1) the teachers reported that the students were unclear about the language used and that much explanation was needed. (NOTE: This part contains 4 pages of script without an activity, although there is some modeling.) In one class (6-1) the teacher reemphasized that the students were now practicing Step 1 of the strategy. Student responses on worksheet 6 showed that in seven classes (2-1, 3-1, 3-2, 5-1, 6-1, 7-1, 9-1) all groups had correctly recorded the value of their case study character. In 1-2 all groups except one recorded the value correctly. In 4-1, two of the six groups correctly named the value; these two groups were working with Dianne and Jack. In 5-2 one group working with Dianne and one working with Jack recorded the value correctly; the other groups wrote nothing in this space on the worksheet. In 8-1 on nine of the eleven copies of worksheet 6 returned, the character's value was named correctly. In three classes (3-1, 5-1, 9-1) groups working with Dianne named another value in addition to "family"; "freedom" was named by two groups, "friends" by one group, and "self" by another group. In the two observed classes (2-1, 6-1) this part took 8 and 11 minutes respectively.

Part 5, Practice Step 1. Identify the value problem -- State the problem (study book page 16). In two classes (1-2, 8-1) teachers reported that the students had trouble understanding the directions. The teacher in 9-1 replayed this portion of the tape. In two other classes (7-1, 8-1) the teachers reported that the part was too difficult and the students did not understand the concepts. In 8-1 this may have been due, in part, to the teacher's having each group work with all characters. In two classes (2-1, 6-1) the students required more time than was allowed by the tape; the teachers for both these classes, however, labeled this part as "good" and said that all

groups stated their problem well. The copies of worksheet 6 returned for four classes (4-1, 5-2, 8-1, 7-1) showed that none of the groups had stated the value problem correctly. In these classes, half or more of the worksheets had nothing written in this space. In two classes (3-2, 6-1) all the groups stated the problem in its proper form. In three classes (2-1, 3-1, 9-1) all groups except one stated the value problem correctly. Two of the groups which did not state the problem in its proper form were working with Dianne; one was working with Jack. In one class (1-2), three groups (two Andreas and one Pete) stated the value problem correctly; the Dianne group did not, and the other groups wrote nothing. In 5-1, all worksheets except 2 had the value problem stated in proper form.

In response to the exercise on study book page 16, all groups in one class (3-1) answered correctly. In five other classes (2-1, 3-2, 5-1, 6-1, 9-1) all except one group answered correctly, although in 5-1 two of the six groups apparently did not do the exercise. In three classes (1-2, 4-1, 8-1) only one group answered both parts correctly; one group wrote an incorrect statement for Part B, and the other groups wrote nothing. In 8-1, however, all groups answered Part A correctly. Class 5-2 apparently did not do this exercise at all -- there were no written responses.

Generally, the wrong statements for both the exercise and the case studies were descriptive of the situation, e.g., Jack wants to help his friends get money to pay for the window.

In the two observed classes (2-1, 6-1) this part took 13 and 10 minutes respectively.

Part 6, Close lesson. In one class (1-2) this part was omitted because of lack of time. In four classes (2-1, 3-1, 3-2, 9-1) teachers reported this part was good and went better than usual. In one class (2-1) the teacher asked the students to recite the memory device for recalling step names during this part. Another class (6-1) was given a homework assignment of memorizing the definitions on the Unit II divider page. One teacher (8-1) reported that her students required additional explanation and clarification during this part. This may have been due in part to the teacher's confusion about assigning the cases.

RECOMMENDATIONS:

Preliminary Recommendations:

Time. The main reason for a time problem with this lesson was the large amount of time taken in most classes to get the groups organized, the case studies chosen, and the activities done as groups rather than as individuals. The time, however, should not be a problem if the suggestions given below under the various parts are implemented.

UNIT II, LESSON 1 -- P2

Part 1, Get ready. In the P2 lesson this part consisted of getting the students into the groups in which they would work throughout the unit. Because a majority of the classes had problems with this unit which were related to group work, it has been decided to restructure the unit to make group work and the use of all four cases an option for those teachers who wish to use it. Teachers who prefer not to use group work will have their classes work as individuals with only one case study throughout the unit.

This part of the lesson, therefore, would introduce the students to what they would be doing in Unit II. The emphasis would be on the fact that the students will learn how the strategy steps work by taking a fictional character through the steps. The teacher or tape would review orally with the students the step names and explain the relationship of each step to the lesson which covers it. Students would follow the explanation by looking at the lesson descriptions (changed as necessary) given on the front of the Unit II divider page in their study books.

Part 2, Review (study book page 14). The review of the step names and their relationship to the forthcoming Unit II lesson, as described above, will take the place of the review exercise. The study book exercise will be included in the "evaluate" lesson as a means of providing unity for the unit.

Part 3, Select case studies (study book page 15). It has been decided to retain the present four case studies with some minor revisions. Pete and Dianne would remain pretty much the same. Andrea would remain essentially the same, although some change is needed in her action ideas because they presented students with problems in the Judge step. Specifically, Idea 4 should be changed to eliminate the "camera problem:" a number of students decided this action could not be carried out in a way that would have mostly good effects on everyone because the two girls might want to use the camera at the same time. The case focused on Jack would be revised so that he is an urban nonmiddle-class person in order to provide a character that students in inner-city schools can relate to. For each case, one of the action ideas presently not eliminated would be revised so it would be eliminated in Step 4 because of mostly negative effects.

The case studies would not be included in the study book. Instead, they would appear as worksheets on ditto masters. The first page would be much the same as it is now, using the cartoon format. The second and third pages, which describe the character's situation and give his/her four action ideas, would be revised to include space for the students to write the necessary parts of Steps 1 and 2 and the Consider Self part of Step 3. The fourth and fifth pages would also be revised to allow students to jot down the effects noted when they carry out the Consider Others part of Step 3.

Instead of using all the cases (except in those classes where the teacher prefers to use group work) the class would work with only one of the four cases. The teacher might choose the case she/he feels would best suit the class or he/she might show the students the pictures now on study

book page 15 (to be included only in the Teacher's Manual) and ask them to choose a character to work with. If the teacher chooses to do the latter, it would have to be done prior to this class session, so that the appropriate case worksheets could be duplicated and ready for use in this lesson. It is felt that working with only one case would alleviate the time problem in many of the lessons and would also make it easier for the teacher to provide more instruction via feedback.

For those teachers who prefer to use group work, there would be instructions in the Teacher's Manual for each lesson for handling group work in that lesson. These instructions would not, however, be mentioned on the tape. The teacher would be responsible for forming the groups, recruiting recorders, assigning cases, getting the students into groups at the appropriate time -- in short, doing all the things related to group work now directed by the tape.

Also in the Teacher's Manual would be a chart of the four cases, indicating what happens to the character in each step. This might be used for feedback. Another approach to supplying the teacher feedback information that could be easily used would be to include in the Manual a copy of the worksheets for each of the four cases that has the appropriate information filled in for each of the blanks.

Getting back to what would actually be done in this part, the teacher would present the class with worksheets for the story they would be working with. (It is suggested that the word "story" be used with the students because some have unfavorable connotations for the word "case," e.g., "caseworker," "court case.") Since the accumulated sheets for each case will eventually total six in all, it might be suggested that the teacher provide or have the students provide a special folder for this material. During Lesson 1 only the first three pages would be distributed. The remaining pages would be handed out during the lesson in which they would be used. The students would then be asked to read the first page which introduces them to the character they will be working with.

Part 4, Practice Step 1. Identify the value problem -- Discuss; Name the value (Worksheet 6). Information gained from later lessons in this unit and in Unit III indicates that many students still regard the strategy as a problem-solving method. This may be due in part to the use of the word "problem" in the name of Step 1. It has been decided to call this step "Identify the Value Question." This will eliminate that portion of the script that distinguishes between value problems and other types of problems. Instead, the students would be reminded of the explanation they had been given in Unit I (See Unit I, Lesson 2, Final Recommendations) about what the course and strategy would do -- it will enable them to act in a way that shows their values when they are in a situation that gives them an opportunity to do so or when they are in a situation in which one of their values might be threatened.

The teacher or tape will introduce this part by telling the students that they will now do the first step of the strategy for the case character. Tape or teacher would explain briefly that there are three things to do for this step: Describe the situation; name the value which is involved; and state the value question. (Note that the wording of the second substep is slightly changed. See Unit III, Lesson 2 Analysis for data supporting this change.) Each substep would be further explained as the students are called upon to do it for the character.

The first paragraph on page 2 of the story would be changed to eliminate the value question which is now stated. It would merely supply the additional facts needed to carry out the step. The directions would ask the students to first read the description of their character's situation. Then they would be asked to name the character's value and write it in the blank provided on the worksheet. The form for the question would be presented to them during the explanation immediately preceding this substep. The present Worksheet 6 would be eliminated.

The teacher would give feedback after the second substep as to the correct value term. The teacher would also give feedback re the proper phrasing of the value question, which would be structured to provide further reinforcement as to the purpose of the strategy -- to help one act in a way that shows one's values. The feedback would be spelled out in the Teacher's Manual.

The Teacher's Manual would include a remedial activity to be used if the class has difficulty applying the Step to the case study. The activity would consist of another situation which the teacher would read to the students, asking them to name the value and then state the question.

Part 5, Practice Step 1. Identify the value problem -- state the problem (study book page 16.) This part would be included under the preceding part in the revised lesson. The exercise on study book page 16 would not be used, although the case in Situation A might be used as the remedial activity to be included in the Teacher's Manual. Situation B should not be used as is because as was pointed out in the PERSC review, church services on Sunday afternoon are rather unrealistic.

Part 6, Close lesson. This part would remain essentially the same with the teacher reviewing briefly with the class what they had done for Step 1 and telling them that in the next lesson they will take their character through Step 2.

Final recommendations:

General. The preliminary recommendations above will be incorporated into the lesson generally as they are, with one exception: The review exercise in Part 2 of the P2 lesson will be moved to the unit review lesson, not to the lesson on the evaluate step.

Further recommendations. Because the staff reviewed the analysis narrative as a group very thoroughly before the preliminary recommendations were written, further staff review did not produce any additional changes.

External review. One teacher consultant suggested that the students should be given other concrete examples of value questions because this is the first time they are introduced to the idea.

Another teacher consultant suggested that the worksheets for the cases be collected by the teacher at the end of each lesson and then handed out for the next lesson, instead of having the students keep them in either a notebook or a special folder. This same teacher recommended that the reason for using this form for the value question be thoroughly explained to both teacher and students.

Affirmative action. No change required.

General function and final objectives:

General Function. To provide the students with instruction and practice in using Ethical Action Strategy Step 1, Identify the Value Question.

Objective.

To be able to state the value question for a given situation. (Tested)

UNIT II, LESSON 2 -- P2

ANALYSIS NARRATIVE AND RECOMMENDATIONS

GENERAL FUNCTION: To provide instruction and practice in determining the specificity of given action ideas.

OBJECTIVES:

1. To be able to recall the characteristics that make an action idea specific.

2. To be able to discriminate specific from nonspecific actions.

ANALYSIS NARRATIVE

Effectiveness:

For objective 1, responses to test item 2 showed that in four classes there was definite improvement with very high (2-1, 3-2) or high to very high (3-1, 6-1) levels of final achievement. In five other classes there was also definite improvement with moderate (4-1, 5-2, 7-1) or moderate to high (5-1, 8-1) levels of final achievement. In 8-1 the final achievement level was high.

For objective 2, responses to test item 3 showed that there was definite improvement with a moderate level of final achievement in three classes (3-1, 3-2, 9-1) and with a low level of achievement in four classes (2-1, 4-1, 6-1, 5-1). In two classes (5-2, 7-1) there was virtually no change with a low level of final achievement. In 8-1 the final achievement level was moderate.

One teacher (2-1) reported that the students were responsive but not overly interested in the lesson. Another teacher (7-1) said that his students did not understand the term "specificity."

Presentation:

Time. Time for this lesson ranged from 20 minutes (1-1) to 55 minutes (8-1). The time for 8-1, however, included a fire drill. Five classes (1-2, 2-1, 3-2, 4-1, 9-1) required about 30 minutes (plus or minus three minutes). Five other classes (3-1, 5-1, 5-2, 6-1, 7-1) took from 40 to 45 minutes. (The teacher in 5-1 did this lesson twice with the class; the time noted above is for the second presentation, which was observed). In 7-1, 23 minutes were spent on Part 3 alone.

Mode. All teachers appear to have used the tape mode.

Student behavior. In two classes (1-1, 1-2) the teacher reported severe management problems because the students, especially the boys, resisted working in groups. The observation report for 1-2 said the behavior of half the class was extremely off task and that if anything was learned, it was minimal. In one class (5-1) the observer reported that the students talked among themselves throughout the lesson; however, this was the second time they had heard this lesson. One teacher (8-1) reported that her students were becoming more accustomed to group work.

Teacher-recommended changes. One teacher (7-1) said that the word "specificity" was too hard for his students and recommended that a word on a lower reading level be used. He did not suggest another word, however.

Instruction:

Part 1, Get ready. Two teachers (6-1, 9-1) labeled this part "good." One teacher (7-1) reviewed the reasons for acting ethically and the strategy step names in addition to the tape presentation.

Part 2, Warm-up exericse. In three classes (3-1, 3-2, 9-1) teachers reported that this part went better than usual. One teacher (4-1) said that this exercise "taught more than the what, where, and when exercises." In one class (5-1) the teacher reported that the students participated well. In another class (1-2) very few students participated. In one class (7-1) the teacher did not carry out this exercise. Instead, he asked the students to think about the word "specific" and then gave some sample sentences and asked the students to tell whether they were general or specific statements. After four examples, the teacher asked the students if they understood the difference between specific and general and they said yes.

Part 3, Practice in determining specificity (worksheet 7). In one class (3-1) the teacher reported that this part went better than usual. In three classes (1-1, 8-1, 9-1) teachers reported that the students did not understand the directions. The teacher in 8-1 said that she had to elaborate on the explanation and give more examples. In 1-1 the teacher said part of the problem was the fact that the students did not want to work in groups. The teacher in 9-1 said that his students needed more time. In one class (7-1) the teacher substituted statements more appropriate for his class; he took 23 minutes for this part. In the other two observed classes (1-2, 5-1) this part took 12 minutes.

Examination of student responses for exercise 1 on worksheet 7 showed that for the first exercise most students in all classes (except 1-1 and 1-2 for whom this worksheet was not returned) did not circle the words telling "where" in sentence 3. There was no evidence of change after feedback; however, the correction page in the Teacher's Manual was also incorrect -- "to the zoo" was underlined rather than circled. With the exception of this

error, most of the students in all classes except 5-2 and 7-1 had correct papers. In these two classes nearly half of the students did not appear to understand the directions. Some circled the words telling what, others underlined the words telling when and some appeared to have simply marked words at random.

For exercise 2 on worksheet 7, student responses for 3 classes (3-1, 3-2, 9-1) showed that more than three-fourths of the students had checked the correct items. In four other classes (2-1, 4-1, 6-1, 8-1) roughly half the classes had correct papers. About a third of the students in 5-1 checked the correct items, while in 5-2 only 5 students did so. In the latter there was little evidence of change after feedback. None of the papers returned from 7-1 were correct. Items 4 and 6 were most often checked incorrectly.

For the recall exercise which concludes this part, three fourths or more of the students in five classes (2-1, 3-1, 3-2, 6-1, 9-1) wrote "What, when and where." About half the students in two classes (4-1, 8-1) gave the right answer. In 5-1 about one fourth of the students responded correctly, while in 5-2 no student gave the correct answer. Two thirds of the students in 5-2, however, wrote "action and when," which suggests that something may have been lost in teacher translation somewhere. In 7-1 this activity may not have been done; the teacher did not report omitting it, but it is not mentioned in the observation report and there is no evidence of the students having written it on any papers returned. On the incorrect papers for all classes, "where" and "what" were most often omitted. No students omitted "when" but a number of students, particularly in 4-1, added "how."

Part 4, Check character's action ideas for specificity (worksheet 6).

In two classes (3-2, 6-1) the teachers reported that this part went better than usual. In two other classes (8-1, 9-1) the teachers said the directions weren't clear and they had to reexplain them to each group. The teacher in 8-1 labeled this part "too difficult for the class" and said her students showed some anxiety about doing it. In one class (7-1) the teacher had all the students work on only one case study; he felt that if each student worked on a different case, they wouldn't understand the concept. The part took 6 minutes. This same teacher also said that the most difficult problem with this part was getting someone to act as recorder; no one wanted to write because they can't spell. In the other two observed classes (1-2, 5-1), this part took 10 and 11 minutes respectively.

Student responses to this part of worksheet 6 showed that in three classes (2-1, 3-2, 9-1) all groups eliminated the nonspecific idea and gave correct reasons. In 3-1 all groups eliminated the proper idea and all but one group gave correct reasons. In 6-1 all groups, except one which did not fill out this part of the worksheet, eliminated the proper idea and gave correct reasons. In 4-1 all groups eliminated the correct idea but only two groups gave correct reasons; the other groups did not write anything for the

reasons. In 1-2 four of the five groups eliminated the proper idea and three of the four gave correct reasons: the Dianne group eliminated idea 2 instead of 3 because they said it did not tell where or when. (It does tell when but not where.) In 5-2 four out of six groups eliminated the proper idea, but only one group gave a correct reason. In 5-1 all worksheets for Andrea and one of the worksheets for Dianne showed elimination of the nonspecific idea; the rest did not. None of the worksheets had answers for the question about reasons. On the worksheets from 7-1, this part was filled out on only three; all three were incorrect. In 8-1, on three worksheets the correct idea was eliminated and proper reasons given. On four worksheets the right idea was crossed out but no reason given. On two worksheets this part was not done.

Part 5, Close lesson. In one class (1-2) this part was omitted. In four classes (3-1, 3-2, 6-1, 9-1) teachers reported that this part went better than usual.

RECOMMENDATIONS

Preliminary Recommendations:

Time. The elimination of group work and its accompanying confusion should allow this lesson to be completed in 30 minutes.

Teacher's Manual Changes. Apparently some teachers used the term "specificity" with the students as they presented the lesson. This caused confusion because the students didn't understand what the term meant. I suggest that the Teacher's Notes and Suggestions be reworded so that the term is not used there, thus perhaps limiting the chance that the teacher would use the term in class. Teachers might also be warned that this term is a source of potential confusion.

In the P2 lesson the second paragraph under "Teacher Involvement" attempts to make the point to the teacher that the concept of "being specific" is one that is difficult for students yet it is essential to the completion of this and subsequent units. Somehow, this point needs to be emphasized even more, so that teachers will be disposed to use the remedial activities when their students indicate a lack of understanding of the concept.

Mode. Because of the change from group work with four cases to class work with one case, it is suggested that the first two parts of this lesson be presented in the Teacher Mode. (See Parts 1 and 2 below for further explanation.)

Part 1, Get ready. In the P2 lesson this part asks the students in each group to review what their character's value problem was. This should be changed to having the teacher review with the class what they did in the previous lesson to complete Step 1 and what the value question for the character was. The teacher would then tell the students that in this lesson they will go on to Step 2 and find out some ways their character thought of to show

that his/her value was important. (This could be done on tape but because the narrator would have to talk in general terms rather than referring to a specific character and value, it probably would be less confusing to the students to have the teacher do it, using the name and value of the character the class is working with.)

The teacher would then provide the explanation of Step 2 presently given on page 2 of the script: name the three things done to complete the step and define specific.

Part 2, Warm-up exercise. This part would remain unchanged, except that a suggestion might be added as to what to do if students don't participate in acting out the ideas: the teacher might call on individual students to show what they would do for each of the ideas. For the last idea (the one that is nonspecific) the teacher should be sure to call on several students. After completing the warm-up, the teacher would turn on the tape.

Part 3, Practice in determining specificity (Worksheet 7). The explanation given by the tape would be revised to (a) explain (or reinforce the explanation the teacher may have given in Part 1) why being specific is important and (b) emphasize more the importance of "what." Worksheet 7 would remain generally the same except that two more "difficult" items, such as "Help poor people" or "Do something nice for my parents' anniversary" (now in the remedials) should be added to exercise 2. The feedback given the teacher in the Manual should also be augmented (at present it is just a copy of the worksheet with correct answers filled in) to help the teacher provide more instruction. It might be suggested that in the case of items which do not tell "what," the teacher would call on students to show how they would act out "being nice" or "helping" or whatever. The teacher would then emphasize the need for telling exactly what one would do. The recall exercise would remain the same and in the same place, but the teacher would provide feedback.

Part 4, Check character's ideas for specificity (Worksheet 5). The teacher would conduct this part of the lesson, leading the class through the step. The students would be asked to circle and underline appropriately each of the character's four ideas. The teacher would tell them that one idea is not specific. Then the teacher would call on volunteers to tell which idea they thought was not specific and to tell why. If other students disagree, the teacher might ask which parts of the idea they underlined and circled. If there seems to be still some confusion about "what," the teacher could ask the students to pretend to draw a picture of the character carrying out this idea and ask them to describe the picture. Note that the action ideas as they stand for the four characters need some slight revision so that the underlining and circling can be carried out.

At the end of the last action idea there would be a line: "Action idea _____ is not specific," which the student would complete. After feedback has been given, the teacher would tell the students to cross out on the worksheet the action idea that was not specific.

Part 5, Close lesson. In this part of the P2 lesson the teacher checked the groups' worksheets to make sure they had eliminated the correct idea and given correct reasons. This will no longer need to be done, unless the teacher has chosen to use group work. So this part would now consist of the teacher reviewing with the students where they were in Step 2 and telling them that in the next lesson they would complete Step 2 for their characters.

Final recommendations:

General: The preliminary recommendations above will be incorporated into the lesson along with the additional changes suggested below.

Further recommendations: Staff review of the analysis narrative and preliminary recommendations suggested the following additional changes.

A. In the directions to the teacher for the warm-up exercise in Part 2, a note should be added telling the teacher to be sure to allow the students enough time to think about their pantomime.

B. In the directions to the teacher for Part 4 (checking the character's action for specificity), a note should be added requesting the teacher to call on students to point out the parts of each of the character's action ideas that tell "what" and "where or when."

External review. One teacher consultant suggested that the pantomime activity may cause management problems in some classes; a note could be added to the teacher's directions suggesting that if the teacher feels the activity may cause management problems, he or she could simply call on an individual student to act out each idea. This same teacher suggested that there would probably be a need for a few more classroom drills to teach the concept of specificity; more items could be added to the remedial activities section.

Affirmative action. No change necessary.

General function and final objectives:

General Function. To provide instruction and practice in determining the specificity of given action ideas.

Objectives.

1. To be able to recall the characteristics that make an action idea possible. (Tested)

2. To be able to discriminate specific from nonspecific actions. (Tested)

3. To be able to state that the reason for making sure ideas for action are specific is to enable you to do the next step of the strategy.

UNIT II, LESSON 3 -- P2

ANALYSIS NARRATIVE AND RECOMMENDATIONS

GENERAL FUNCTION: To provide instruction and practice in checking potential actions for possibility (feasibility); to introduce the use of role playing in ethical action.

OBJECTIVE: To be able to recall three checkpoints used to determine if an action idea is possible to do.

ANALYSIS NARRATIVE

Effectiveness:

For this objective, responses to test item 4 showed that in three classes (2-1, 3-1, 3-2) there was definite improvement with a very high level of final achievement. In four classes (4-1, 5-1, 6-1, 9-1) there was definite improvement with a moderate level of final achievement. In 5-2 there was definite improvement with a final achievement level ranging from low to moderate. Class 7-1 showed no improvement with a very low level of final achievement. Final achievement in 8-1 was moderate. One teacher (2-1) said this lesson was weak and confusing to the students. Another teacher (8-1) said this was the best lesson yet in Unit II; the directions were very clear. In another class (5-2) the teacher said his students took a more active part in this lesson than in any previous ones.

Presentation:

Time. The time used for this lesson ranged from 30 minutes (2-1) to 50 minutes (5-2, 7-1). Three classes (1-1, 1-2, 6-1) took about 35 minutes. Five classes (3-1, 3-2, 4-1, 8-1, 9-1) required 40 to 45 minutes. One class (5-1) took 34 minutes but the teacher omitted the last role play exercise (lesson Part 6). In three classes (5-1, 5-2, 7-1) teachers reported they and the students felt more time was needed for this lesson.

Mode. In two classes (3-1, 3-2) the teacher used the Teacher Mode because the tape recorder wasn't working. All other classes used the Tape Mode.

Student behavior. In three classes (1-1, 4-1, 9-1) the observer reported that the students were inattentive and very noisy throughout the lesson. In two classes (1-2, 5-1) teachers reported that the students did not want to role play because they felt too self-conscious. Another teacher (8-1) reported that her students liked role playing and showed no self-consciousness.

Teacher recommended changes. One teacher (2-1) recommended that this lesson be made entirely teacher-led. Another teacher (5-1) recommended that the last role-play exercise be dropped.

Instruction:

Part 1, Get ready. Teachers for two classes (2-1, 6-1) labeled this part "good." No further information.

Part 2, Possibility check -- explanation and application (worksheet 6). One teacher (6-1) labeled this part "good." Another teacher (4-1) thought that the concept of possibility was not clearly explained and that the concept of specificity should have been reviewed in this part. He also felt that the part of worksheet 6 which covers Step 2 was not clear, especially the part where the students answer the questions re possibility. In two classes (4-1, 9-1) the students needed to have the directions clarified; the observer reported, however, that students in both of these classes were very noisy and inattentive. The teachers in 9-1 played the tape twice for this part and Part 1.

Student responses for three classes (2-1, 3-1, 3-2) showed that all groups answered the questions re possibility on worksheet 6 and also eliminated the nonpossible idea. Three groups in two classes (5-1, 5-2) and four groups in one class (4-1) answered the questions. In all three of these classes all but one group eliminated the proper idea. In 1-2 all groups eliminated the proper idea and all but one group answered the questions. In 9-1 only two groups answered the questions but all except one group eliminated the nonpossible idea. None of the groups in 6-1 answered the questions, but all except the Andrea group eliminated the proper idea. In 8-1 questions were not answered in any of the worksheets but for all cases the proper idea was eliminated.

In three classes (2-1, 3-2, 5-1) all students listed the three checkpoints for possibility correctly. In seven classes (1-2, 3-1, 4-1, 5-2, 6-1, 8-1, 9-1) about three fourths of the students listed them correctly. In almost all cases, "resources" was the checkpoint that was omitted; many students listed money or materials instead. In one class (5-2) the students' spelling of "resources" and "permission" was so poor that one wonders whether they really know the terms or not. (In counting "correct" responses, I gave credit when the spelling even approached the proper word.) In another class (8-1) most of the students wrote "things needed" (the definition given in the study book) instead of the term "resources." In 7-1, 7 out of 12 students listed the checkpoints correctly.

Part 3, Introduction of role-playing activities. No pertinent information.

Part 4, First role-play exercise. In one class (4-1) it was reported that the tape did not allow enough time for the students to read the case and jot down their ideas. In another class (1-1) the teacher did not use the questions in the Teacher's Manual for the discussion; instead, she asked the students how Gene and Martha might feel.

Students' papers recording notes for this exercise were not returned for 7-1. In all other classes, however, the notes written by most of the students indicated real involvement in the situation. Many reported they had mixed feelings which they explained in some detail for both roles.

Part 5, Second role-play exercise. One teacher (4-1) labeled this part as too difficult for his students because they had trouble understanding the questions for the discussion. The teacher in class 1-1 again did not use the questions in the Teacher's Manual for the discussion.

Part 6, Final role-play exercise. In three classes (1-2, 5-1, 6-1) the teachers reported that the students were reluctant to role play because they were self-conscious. The teacher in 6-1, however, reminded her students that they would be graded on their participation; after that, she said, they changed their attitude about performing. The teacher in 8-1 reported that her students enjoyed role playing and were not at all self-conscious. One teacher (4-1) reported that he had to reexplain the directions because the class was very noisy; three out of six groups in this class did the activity. In one class (5-1) the activity was omitted because of lack of time. In three classes (2-1, 8-1, 9-1) the teachers labeled this part "good." In one class (6-1) the students received a homework assignment: they were to make up situations similar to those presented in the lesson and be prepared to act them out in the next class session.

RECOMMENDATIONS

Preliminary recommendations:

It is recommended that the latter four parts of this lesson be revised to include part of P2 Lesson 5 and a small part of Lesson 7. The reason for this change is that with the elimination of the "ethodrama" from this unit, there is no longer the need for so much instruction in role enactment. Therefore the role play activities in Lessons 3 and 5 would be modified to emphasize role taking as opposed to role enactment. In the revised lesson the students would also do the first part of Step 3 for their characters; therefore, the part of Lesson 7 where the teacher explains how to add up the plusses and minuses in order to determine the overall effect of the action idea on self would be included in this lesson.

Time. Because of combining parts of three lessons, it is difficult to determine how long the new lesson might take. Data from the observed P2 classes, however, suggests that Step 2 could probably be completed in 15 minutes, allowing another 15 minutes for the rest of the lesson.

Mode. This lesson would seem to be done more easily in Teacher mode rather than Tape. If it is desirable to have a tape for each lesson, however, the first two parts could be conducted mostly by the tape. Note that one P2 teacher (2-1) recommended that the lesson be entirely teacher-led.

Objective. It is recommended that the objective for Lesson 3 be changed to something like: To be able to list at least two course-given (reasonable?) criteria that are relevant to the situation to be used to determine if the action idea is possible. This change is suggested because several teachers

felt that the students were required to memorize and recall so many things other than the strategy steps in this unit that they became confused and did not really relate the lessons to the strategy. It was also felt that recall of the three course-given checkpoints was not necessary for use of the strategy. Furthermore, this is one of the changes that enables shortening the unit, which most teachers felt was too long.

Objective 1 from Lesson 5 would be dropped for the same reasons.

Part 1, (Lesson 3) Get ready. Revise the introduction to the lesson to remind students that they are now completing Step 2 of the strategy for their characters.

Part 2, (from Lesson 3), Possibility check -- explanation and application. The teacher or tape would explain "possibility" as "checking to see if the action is one that you really could do." Instead of using the three checkpoints now given on study book page 18, the tape or teacher would give a number of criteria with brief examples for each: e.g., money, materials, time, permission, transportation, help from someone else, strength, etc. These could be listed on a study book page with cartoon examples which the students could follow as the teacher or tape gives the explanation. The students would not be responsible for memorizing the criteria but would be expected to use those that are applicable to the situation they are working with.

The teacher would then ask the students to check each of the character's three remaining action ideas to see if they would be possible for the character to do, and would caution them to use only the information given in the study book (not to make up any other facts about the character). There would be a line on the worksheet following the line for the nonspecific action number: Action idea _____ is not possible for (character's name) to do. The students would fill in the blank with the number of the nonpossible idea. The teacher would give feedback by calling on volunteers to tell which idea they eliminated and why. If students do not mention some of the listed criteria which seem relevant to the situation (these would be indicated to the teacher in the Manual), the teacher might ask questions like "Would Pete have time to do this? Would his parents give him permission to do this? Does Pete have enough money to carry out this idea?" The teacher would tell the students to cross out the idea that was not possible on the worksheet. As closure, the teacher would ask the students to call out some of the things one thinks about when one is checking to see if an action idea is possible to do.

Part 3, Introduction of role-playing activities. At this point the teacher would tell the students that they had now completed the first two steps of the strategy and ask them to name the steps and to tell what the next strategy step would be. The teacher would then explain that in the rest of this lesson they would do the first part of Step 3, Consider Self, for their character.

Part 3, (from Lesson 5), Explanation of four areas. In the P2 lesson this part begins with an explanation of the fact that ordinarily in using the strategy you don't have to role take to find out how your self might be

affected, but this time role taking is necessary because the students are working with an imaginary character. This explanation should be retained but revised to eliminate references to people-reading which will not be included in the course. (See Recommendations for Unit II, Lesson 4.) The teacher would then explain briefly the four areas to be considered but the questions on study book page 23 and the lengthy modeling on the tape would not be used. (The students will no longer be asked to recall the four areas in the next lesson.) Instead, the teacher would lead the students through a warm-up role-taking exercise. The students would read a situation (could use situation 1 -- Gene and Martha -- on study book page 19) and the teacher would ask them to put themselves into Gene's shoes. Then the teacher would call for volunteers to show first how they might react if they were Gene and then ask what effects this action might have on Gene in the four areas. The teacher would record this information on the board, using plus, minus and zero signs. After a student volunteers an effect for each area, the teacher would also ask the class to comment on whether they agree and to point out the information in the paragraph that is consistent with the interpretation. (The situation would need to be rewritten slightly to provide sufficient information.)

Part 4, (from lesson 5), Consider Self. This part would be conducted in much the same way as the warm-up. The teacher would ask the students to read over the information about their character on the worksheets, working first with one of the two remaining action ideas. Then the students would be directed to put themselves in the shoes of the character and note (in space provided on the worksheet at bottom of page 3) how the character would be affected in the four areas. The teacher would then call for volunteers to indicate the effect (+, -, or 0) and the information on which their interpretation was based. The teacher would note down on the board the effects. The correct response would be given in the Teacher's Manual. The process would then be repeated for the remaining action idea. (One of the two remaining ideas will be reconstructed so as to have mostly negative effects overall, but these may or may not include negative effects on self.)

After the students have correctly recorded the effects in all four areas for both of the character's action ideas, the teacher will lead them through the process of reaching a conclusion about the overall effect, using the explanation given under Part 5. C. of Lesson 7. The teacher could be given the option of explaining verbally or using the diagram on the chalkboard if the students seem to need the visual explanation. In conclusion, the students will make note of the overall effect of both action ideas on the character, using a +, -, or 0, and noting the effect in the appropriate space on page 3 of their story worksheet.

Part 5, (from Lesson 5), Close lesson. In this part the teacher would tell the students that in the next lesson they will consider the effect of their character's actions on other people, using the same four areas. If the teacher plans to have a couple of students demonstrate role enactment in the following lesson, these students might be selected here and arrangements made for them to prepare for the enactment.

Final recommendations:

General. The preliminary recommendations above will be incorporated into the lesson along with the additional changes suggested below.

Further recommendations. Staff review of the analysis narrative and preliminary recommendations suggested the following additional change.

In Part 3, Introduction of role-playing activities, the teacher would be called upon to define role play and tell the students why it is used, relating it to the "consider others" part of Step 3.

External review. No reviewer recommendations for this lesson.

Affirmative action. No change necessary.

General function and final objectives:

New -- old Lesson 3 plus part of old Lesson 5.

General Function. To provide instruction and practice in checking potential actions for possibility (feasibility) and in considering the potential overall effects on the actor.

Objectives.

1. To be able to list at least two course-presented criteria which are relevant to a given situation in determining if an action idea is possible. (Tested)

2. To be able to conclude whether the potential overall effect of an action idea is positive, neutral or negative to self (the actor) from given information gathered in four areas -- values, feelings, health and safety, and possessions.

UNIT II, LESSON 4 -- P2

ANALYSIS NARRATIVE AND RECOMMENDATIONS

GENERAL FUNCTION: To provide instruction in people reading (using situational, spoken and unspoken clues to infer feelings of others) as a device to more accurately consider and evaluate the effects of one's actions on others.

OBJECTIVES: To be able to recall that the use of situational, spoken and unspoken clues facilitates considering the potential effects of one'e actions on others and evaluating the actual effects on others.

ANALYSIS NARRATIVE

Effectiveness:

A review of the available data for test item 5, which measures the objective (tests are missing for 1-1 and 1-2 and the pretests for 8-1 are missing) showed a definite improvement for only three classes (2-1, 4-1, 5-1) with final achievement being low (2-1, 5-1) to very low (4-1). Improvement for two classes (3-1, 3-2) was slight with final achievement for both low to very low. No improvement was shown for the remaining classes (5-2, 6-1, 7-1, 9-1) with very low final achievement for all. Class 8-1 also showed very low final achievement.

The teacher for classes 1-1, 1-2 said the students seemed to understand the nature of people reading because they are familiar with it from newspaper and TV. One (2-1) felt the explanation of people reading was weak. The teacher for 4-1 felt that the lesson did not sufficiently emphasize the uses of the skills. Teacher 6-1 felt it was an interesting lesson. Another (8-1) felt that the relationship of the lesson to the strategy was not stressed enough. The teacher for 9-1 felt it was an excellent lesson, presumably because he shifted to the teacher mode from the tape.

Presentation:

Time. One class (3-1) took 20 minutes. Four (1-1, 1-2, 4-1, 5-1) took about 25 minutes. Four took up to 35 minutes as follows: 5-2 took 31 minutes (39 minutes according to the observer), 3-1 and 9-1 took 33 minutes and 8-1 took 35 minutes; the rest took 45 minutes (6-1); 50 minutes (7-1), and 59 minutes (2-1). In two classes (3-1, 3-2) the teachers reported that the lesson could be easily done in 30 minutes so he added a review at the beginning and end. The teacher in 5-1 cut short the discussion and activity times in order to complete it in a thirty-minute period.

Mode: "Tape" mode was used most often for Parts 1, 4 and 5 and "Teacher" Mode for Parts 2, 3, 6, and 7.

Student behavior. One teacher 9-1) reported that the students were attentive and listened to the program. This behavior also was observed in class 2-1.

Teacher-recommended changes: In one class (2-1) the teacher felt the explanation of people-reading needed to be made stronger. In another (4-1) the teacher felt the lesson should emphasize more the uses of people-reading skills. In 8-1 the teacher would have the lesson stress more the relationship between people reading and the strategy steps.

Instruction:

Part 1, Get ready. In 6 classes (1-1, 1-2, 2-1, 3-2, 6-1, 9-1) the teachers evaluated this part as especially good. In two classes (3-1, 3-2) the teacher included an oral review of the lesson "reaching back and summing up." No other pertinent data.

Part 2, Warm-up exercise. In five classes (1-1, 1-2, 4-1, 6-1, 9-1) the teachers evaluated this part as especially good. In class 2-1 the teacher repeated the warm-up exercise because the students were self-conscious the first time. The teacher reported it worked well the second time. The observer in 2-1 reported that there was no reaction but laughter to each of the situations presented the first time, but real engagement the second time. In class 5-2 the observer reported that the groups of three were confused and the teacher repeated the directions. Though the teacher said they were supposed to react to the statements, most of the students just stood and looked at each other. The teacher in 7-1 talked the students through the warm-up and asked how they might act. He did not have them act it out.

Part 3, Discussion. In five classes (1-1, 1-2, 2-1, 6-1, 9-1) the teachers evaluated this part as especially good. In two classes (5-1, 5-2) the teacher did not have students share their reactions. No other pertinent data.

Part 4, Explanation of "people-reading." In four classes (1-1, 1-2, 6-1, 9-1) the teachers evaluated this part as especially good. One teacher (2-1) felt the explanation on the tape was weak, but there is no indication (in teacher or observation report) that the teacher reexplained it. No other pertinent data.

Part 5, Three kinds of clues (study book pages 20 and 21). In five classes (1-1, 1-2, 2-1, 6-1, 9-1) the teachers evaluated this part as especially good. No other pertinent data.

Part 6, Personal example exercise. In six classes (1-1, 1-2, 2-1, 3-1, 3-2, 6-1) the teachers evaluated this part as especially good with the teacher in 6-1 reporting that the students liked the exercises. During this

exercise the teacher in 5-2 lost his place for five minutes in the Teacher's Manual. No other pertinent data.

Part 7, Close lesson. In six classes (1-1, 1-2, 2-1, 3-2, 6-2, 9-1) the teachers evaluated this part as especially good. In 1-1 and 1-2 the teacher asked pupils to look for people-reading clues during the next week. The teacher in 2-1 extended this part with a discussion to ask the students their opinion of the lesson. The discussion took 23 minutes. In classes 3-1 and 3-2 the teacher added a written review "reaching back and summing up." The written outline was of the strategy steps and their substeps up to this point in the unit. In 5-2, the teacher had to repeat the directions for the closing quiz. In class 8-1, the teacher reported that the students had difficulty with the closing (exercise I assume) because the lesson did not relate to the strategy steps.

A review of student responses to the closing quiz (asking for the use of the people-reading skills) showed that in class 2-1, only about half the responses were correct. In classes 3-1 and 3-2 the overwhelming majority responded by naming (correctly) the two strategy steps in which the skills might be used (Steps 3 and 6), not by describing how. In 4-1, all but 9 responded correctly. In classes 5-1 and 5-2 most of the responses were missing. In 9-1 17 responded correctly and 11 responses were missing. In 6-1 and 8-1 there were no responses in the materials. In 1-1, 1-2, and 7-1 materials were not complete enough to determine response.

RECOMMENDATIONS

Preliminary recommendations:

It is recommended that this lesson be dropped for three main reasons. First, the students would no longer be performing Ethodramas (see the recommendations for Unit II, Lesson 9); so, there would be no need to practice sending and receiving the three feeling clues. Second, some teachers felt that people reading was intuitive and too much time was spent on something the students "do all the time." Finally, some teachers reported that students did not see the relationship between people reading and the strategy.

Dropping this lesson would also speed up the pace of the unit which, as the teachers reported, was long and drawn out, and the students tended to become "bored."

Although the lesson would be dropped, it is recommended that the concept of people reading be retained. It is an integral part of both projecting consequences of an action (recalling the clues sent in previous situations) and determining the actual effects of an action on a person (reading clues sent in reaction to what was done.)

The concept would therefore be introduced briefly in the lesson where students consider the possible consequences of their action ideas (see recommendations for Unit II, Lesson 6) and emphasized in the lesson in which they evaluate their action (see recommendations for Unit II, Lesson 10).

Final recommendations:

General. The preliminary recommendation that this lesson be dropped and that people reading be moved to another lesson is being acted upon. The two teacher consultants concurred with this recommendation.

UNIT II, LESSON 5 -- P2

ANALYSIS NARRATIVE AND RECOMMENDATIONS

GENERAL FUNCTION: To provide practice in considering potential effects of an action on the actor.

OBJECTIVES:

1. To be able to recall that the areas to consider when gathering information about potential effects of actions on self are: values, feelings, health and safety, and possessions (things one owns).

2. To be able to give spoken and unspoken clues that indicate the emotions felt in a given situation.

ANALYSIS NARRATIVE

Effectiveness:

A review of the available data for test item 6, which measures objective 1 (tests are missing for 1-1 and 1-2, and the pretests for 8-1 are missing) showed a definite improvement for six classes (2-1, 3-1, 3-2, 4-1, 6-1, 9-1) with a moderate level of final achievement for 2-1, 3-1, and 3-2; low levels for 4-1 and 6-1 and very low to low for 9-1. Classes 5-1 and 5-2 showed slight improvement in some elements of the item with no improvement in others; 7-1 showed no improvement in some elements of the test item with a decrement in others. These three classes, along with 8-1, showed very low levels of final achievement.

In 2-1 the teacher felt the lesson went well, especially the role playing of the couples. The observer reported that in both 3-1 and 3-2 the lesson went smoothly. One teacher (9-1) reported that the students seem to really be getting into the program. Teacher attributed student response to switching entirely to teacher mode. The teacher in 7-1 reported that the terminology being used is above the level of his class.

Presentation:

Time. Most classes took between 32 (9-1) and 40 (3-1, 3-2, 7-1) minutes with 1-2 and 4-1 taking 33 minutes, 5-1 and 5-2 taking 35 minutes and 1-1 taking 38 minutes. (Observer did report that 3-1 took 47 minutes and 3-2 took 45 minutes). Class 2-1 took 46 minutes and 6-1 took 45 minutes. There was no time recorded for class 8-1 which was interrupted by a fire drill and a PA announcement.

Mode: Tape was used most often for Parts 3 and 4; Teacher most often for Part 5; and Both and Teacher about equally for Parts 1 and 2.

Student behavior. In class 1-1 the teacher reported that the groups worked well together. In 1-2 the teacher had problems with two misbehaving boys in the latter part of the lesson. In 2-1 the teacher reported that students were responsive and attentive. Teacher in 9-1 had many volunteers for the role play parts for Lesson 6.

Teacher-recommended changes. In class 1-2, the teacher suggested this be combined with another lesson because it went so fast. In classes 3-1 and 3-2 the teacher suggested that the Teacher Manual be changed to direct the teachers to be sure the students have agreed on which action idea to work on first, before they do the "consider self" part of the lesson. (See Part 4, Consider Self below.) In 7-1 the teacher suggested the terminology be changed and more cartoon-type situations be added for the students to respond to.

Instruction:

Part 1, Get ready. In four classes (1-1, 1-2, 6-1, 9-1) the teachers evaluated this part as especially good. In class 2-1 the teacher spent 15 minutes orally reviewing the first four lessons because of a 6-week hiatus in the schedule. He also replayed the tapes. Then he began this part.

Part 2, Role play (study book page 22). In five classes (1-1, 1-2, 2-1, 6-1, 9-1) the teachers evaluated this part as especially good with students reported in 2-1 responding well and in 6-1, enthusiastic. In class 5-1 the teacher reported some reluctance to play a particular role and finding a partner. In class 7-1 the teacher reported that the task was difficult because "the instructions are given too fast on the tape and not enough time is given for the students to respond." In interview this teacher reported talking the students through the role play and not having them act it out.

There was an indication in several classes, that the roleplay situations may not be too realistic. In 2-1 a student stated that in real life he would have got dressed and not fought. Ten others agreed. In classes 5-1 and 5-2 the teacher reported that the students said they would never talk back to their mothers as the character did; that "mother wouldn't give them a chance to act like that." In 6-1 the teacher reported that the students said the situation was realistic, but also said they wouldn't have made an issue of clothes with their mother.

Part 3, Explanation of four areas (study book page 23). In four classes (1-1, 1-2, 6-1, 9-1) the teachers evaluated this part as especially good. In classes 3-1 and 3-2 the teacher read the modeling because of a broken tape player. The former class was also interrupted by a student coming into the room. Again, the teacher in 7-1 felt the tape directions were given too fast and not enough time was allowed for students to react. Class 8-1 was

interrupted by a fire drill and by an announcement which took the eighth graders out of class. Thus, there was a lot of confusion in this and subsequent parts.

Part 4, Consider self (worksheet 6). In class 1-2, this part was interrupted by the behavior of the boys. The activity was delayed for about a minute in 2-1 because students hadn't copied diagram from the board, but after they did, it went smoothly. In 3-1 the teacher reported that the students had difficulty reaching a concensus because not everyone in a group was working with the same idea at the same time. This, the teacher said, was because he had not asked them to select the idea to work on before they began. The observer did not report a confusion, but did note that the teacher circulated through the class telling students to be sure they were working on the same idea within the groups. In 8-1 the teacher reported that added to the problems created by the fire drill and PA announcement was the confusion of the students because the teacher was under the impression that each group was supposed to work with all the case study characters,not just one. However, this teacher said the students find the role play easier to relate to than the group work.

A review of student materials showed that in seven classes (1-2, 2-1, 3-1 3-2, 4-1, 6-1, 9-1) most of the students completed the effects-on-self diagram for their characters,two remaining ideas. Also in these groups (except for 1-2 and 6-1) effects-on-self part of worksheet 6 was completed for both of character's ideas. In 1-2, 5 of 8 were completed in 6-1, 3 of 5 were completed.

Less positive results were apparent in the other classes. Only 7 in 5-1 completed the effects diagram, 15 drew the diagram but did not fill it in. The rest were missing. In 5-2 there were no completed diagrams and only 2 completed the diagram for one idea. Twenty drew the diagrams, but did not fill them in; 10 were missing. As far as worksheets for these classes (5-1 and 2) were concerned, in the former, 7 worksheets were completed for the Consider self section; 5 other worksheets were in the materials but not completed. For the latter, of the 6 worksheets in the materials, 2 were completed for the character's self; 2 had only one idea; and 2 had no entires.

For 8-1, 7 completed the effects-on-self diagram, 2 completed only one idea, 10 did not complete the diagram and 8 were missing. The two worksheets in the materials were completed for self for both ideas.

Materials for 1-1 and 1-2 were not complete enough to determine responses.

Part 5, Close lesson. In five classes (1-1, 1-2, 2-1, 6-1, 9-1) the teachers evaluated this part as especially good. Again in 1-2 two boys disrupted the class. In 2-1 four students volunteered for role-play in next lesson. In 3-1 the teacher got no volunteers and class moaned when he said

that SEA would be substituted for art class the next day. In 3-2 the same teacher got 4 volunteers. Again, the fire drill had disrupted class 8-1 and the eighth graders were not present for the closing. The teacher in 9-1 reported getting a lot of volunteers for the next lesson.

Preliminary recommendations:

Although the lesson was effective in achieving objective 1, recalling the four areas proved to be unnecessary to understanding Step 3 of the strategy. The recall requirement needlessly complicates the lesson and lengthens its duration. In some cases, the students were confused and could not see the relationship between the four areas and the strategy. Therefore, it is suggested that this requirement be dropped.

With the elimination of the ethodrama from this unit, there is less need for the students to practice role enactment (Objective 2). Therefore, this portion of the lesson can also be deleted. As a consequence of these two deletions, the lesson becomes severely truncated. Therefore, it is suggested that the lesson be dropped altogether, but that the elements essential to the function of the unit be transferred to other lessons.

The Consider Self part of the lesson would be moved forward and combined with Lesson 3 along with the idea of the four areas of effects. These would be retained only as facilitators to accomplishing the first part of the step. (See the recommendations for Unit II, Lesson 3.)

People reading would be combined with Lesson 6, but only those elements essential to completing the Consider Others portion of the step. The role enactment practice intended to prepare the students for the ethodrama would be dropped. Again, the four areas would be included but only as facilitators, not lesson objectives. (See the recommendations for Unit II, Lesson 6.)

Final recommendations:

General. The preliminary recommendation that this lesson be dropped, and that the Consider Self and people reading parts of the lesson be moved to other lessons is being acted upon. The two teacher consultants concurred with this recommendation.

UNIT II, LESSON 6 -- P2

ANALYSIS NARRATIVE AND RECOMMENDATIONS

GENERAL FUNCTION: To provide practice in considering the potential effects of an action on the others involved.

OBJECTIVES:

1. To be able to recall that the areas to consider when gathering information about potential effects of actions on others are: values, feelings, health and safety, and possesions (things one owns).

2. To be able to report different reactions/responses of different persons involved in the same situation.

ANALYSIS NARRATIVE

Effectiveness:

See Unit II, Lesson 5 for student performance on unit test item 6 which measures objective 1. Objective 2 was not measured by the unit test, but a review of the student materials would indicate that the objective was not achieved in most classes. See Part 4 below.

Presentation:

Time. In 2-1, the teacher said the lesson was too long. It took 60 minutes and the teacher could not do the final part. In 4-1 the teacher had to spend an inordinate amount of time preparing for the class which took 45 (observer reported 49) minutes. Two classes had to complete the lesson in two sessions: 3-2 took 54 minutes (39 and 15) and 9-1 took 40 minutes (30 and 10). Class 5-2 took 35 minutes but did not complete the lesson due to student reluctance to participate (see Part 3 below). In class 5-1 the same teacher took the same amount of time (35 minutes) but was unable to finish. Of the remaining classes, two took under 40 minutes (1-1 = 38 minutes) and the rest 40 minutes and over: 2-1 = 60 minutes; 3-1 = 45 minutes; 6-1 = 45 minutes (49 reported by observer); 7-1 = 40 minutes; 8-1 = 60 minutes (72 reported by observer).

Mode. Tape was used most for Part 2. Teacher was used most in Parts 3, 4, and 5 as prescribed. Part 1 was split between "Both" and "Teacher."

Student behavior. Students were noisy during most of the lesson in class 4-1; teacher had to call for order. One teacher (8-1) reported students were "hyper" because they had just come from art and it was the first day back from spring vacation. There was also a disruption when a teacher came into the room to talk of an incident occurring in her class. Also, in 6-1, the observer reported an undercurrent of noise coming from the other two classes meeting in the room.

Teacher-recommended changes. In class 1-2 the teacher felt that more time was needed for role enactment. (See Parts 3 and 4 below). In 2-1 the teacher suggested role-enactment be done for only one idea. In 9-1 the teacher suggested that diagrams for activity be drawn during get ready part.

Instruction:

Part 1, Get ready. In three classes (1-1, 1-2, 9-1) the teachers rated this part as especially good. In class 9-1 the teacher had students copy diagram for use in Part 4 in this part rather than wait. In 8-1 the teacher took time to straighten out the confusion regarding the fact that each group should be working with one character only. She took three minutes to check this out with the group. Prior to the part, the teacher in 6-1 replayed the last part of the tape for Lesson 5 because she felt the lesson itself did not offer an adequate review and the students need reinforcement especially in things like the four areas.

Part 2, Recall four areas. In four classes (1-1, 1-2, 6-1, 9-1) the teacher evaluated this part as especially good. Teacher in 8-1 reported that students had difficulty recalling four areas because of long hiatus (Easter vacation) in schedule. Teacher also turned off the tape to allow students more time to get pencils and paper. A review of student papers indicated that in six classes (1-2, 2-1, 3-1, 3-2, 4-1, 9-1) the great majority of students responded with the four areas of effects. In 5-1, 5-2, and 7-1 materials are not complete enough to determine response. In 6-1 and 8-1 only about half responded with the four areas, the rest seemed to be missing. Responses for 1-1 are missing for the most part.

Part 3, Role playing and modeling. Teachers evaluated this part as especially good in four classes (1-1, 3-2, 6-1, 9-1). In class 1-1 some students were removed for a remedial math class. In 1-2 teacher reported the activity difficult to control. When boys laughed, girls refused to participate. Teacher had to choose "volunteers." Students were self-conscious and performed in a reluctant manner. In 2-1 teacher said students do not relate to roleplay. This was also the feeling in 4-1, 5-2, 6-1, and 7-1. In classes 5-1 and 5-2 the teacher said students felt role play situation was unrealistic -- in their community one wouldn't make father miss work. In 4-1 teacher found it unmanageable because students were "expected" to perform as if the role-play format was well-understood (implying that it was not, I think). In 6-1 teacher reversed Parts 3 and 4 and put role play modeling after enactment to give volunteers time to "put their act together."

In contrast to this, in class 3-1, the teacher did not report a problem and in 3-2 the same teacher said students enjoyed the role play modeling. Though the teacher in 6-1 reversed parts, the students responded well. In 9-1 the teacher also reported that students enjoyed role play and wanted to

continue. Though students in 7-1 refused to act out roles, the teacher felt the lesson was easier to follow because the Teacher's Manual directions were straight forward and allowed him to translate the case studies into the students' experiences.

Part 4, Role enactment. Teachers in 3 classes (1-1, 3-2, 9-1) rated this part especially good. Again, management problems, student reluctance, etc. were reported in 1-2, 2-1, 4-1, 5-1, 5-2, 6-1, 7-1 and 8-1. In 1-1 and 1-2 the teacher had to repeat directions and felt that some of the difficulty stemmed from the students inability to work in groups. This was also the feeling of the teacher in 8-1. This teacher also felt that the problem was compounded by the fact that she had let them work with all the characters up to now and they had to adjust to handling only one character. She also felt the Easter hiatus had allowed them to forget the meaning of effects and the four areas. She noted that they did not seem to understand that each session was part of a whole. In addition, a disruptive incident occurred in the classroom between a student (put out in the hallway for talking) and a teacher's aide and the session came to an end. But there was positive response from a few classes: 3-1, 3-2, 9-1.

The student papers available (7-1 too incomplete to judge) showed a variety of effects. In 1-1 less than half completed effects-on-others diagram. The rest were missing or not done. Two worksheets in materials were completed. In 1-2, 5 completed the diagram, 6 had 1 idea and 6 others were not completed. Five were missing. Of the 9 worksheets in the materials, 6 were completed and 3 were not.

In 2-1 all but four students completed the effects-on-others diagram. All four worksheets had the effects-on-others section completed.

In 3-1 and 3-2 a great majority completed the diagram and all the worksheets were completed. In 3-2 the teacher provided ditto sheets of blank diagrams for the students to work with.

In 4-1 most of the students did not complete the diagram and only half the worksheets were completely filled in.

In 5-1 and 5-2 most of the effects-on-others diagrams were either missing or not completed (i.e., drawn but not filled in). With regard to worksheets, only 3 of 9 were completed in 5-1; 4 of 6 were completed in 5-2.

In 6-1, only 9 had completed the effects-on-others diagram. Most of the rest were missing.

In 9-1 no one completed the diagrams for both ideas; 10 completed it for one idea; 12 drew diagram but did not fill it in. The two worksheets in the materials were not filled in.

In 9-1 most students completed the diagram and all 7 worksheets in materials were completed.

Part 5, Close lesson. Teachers in two classes (1-1, 9-1) rated this part especially good. Teachers in two classes (4-1, 8-1) did not do this part due to lack of time.

RECOMMENDATIONS

Preliminary Recommendations:

If old Lesson 4 is dropped and Lessons 3 and 5 are combined to form Lesson 3, as recommended, this lesson would become Lesson 4. All lesson references would be revised to reflect this. Also, the lesson would be revised to include those elements transferred from Unit II, Lesson 5.

Time. It is expected that with students no longer in groups, the lesson more in the teacher's control, and deletion of the requirement of the students to recall in writing the four areas of effects (as recommended below), the time will be reduced significantly. Nevertheless, it is difficult to tell just how long the lesson might take. However, the increased amount of teacher control and the increased flexibility of the lesson structure, should make it easier for the teacher to break the lesson (if it appears it will go beyond the time limit) and resume it in another session.

Mode. With the deletion of the recall requirement from Part 2 of the lesson, it can now be entirely in the teacher mode, with the exception of the Get Ready part which could be a tape option. The teacher mode is desirable since in the new structure it is necessary for the teacher to regulate the role play outcomes in order to ensure that one of the remaining actions has negative effects so that it can be rejected in the lesson covering the Judge step.

Objectives. Objective number one will be revised into an activity objective which will require students to use the four areas of effects (introduced in Lesson 3) as a framework for considering the possible effects of their character's action ideas on others. This is recommended in lieu of their recalling the areas since this does not contribute to their understanding the step and is merely facilative in using the step.

Objective number 2 will be revised to measure the effects of the lesson; viz. that as a a result of the lesson the student will be able to report different effects of an action on different people.

Part 1. This part will be revised to reflect changes made in Lesson 3. It will also review the concept of caring introduced in Unit I and will be revised as necessary to reflect any changes made to the concept in that unit.

Also, directions will be revised to have students work individually rather than in groups, since group work created management problems for many teachers and served to increase lesson times. Option for tape or teacher mode will be provided for this part. Finally, for teachers who wish to have the students in groups, directions for conducting the lesson in this way would be provided for this and other parts of the lesson.

Part 2. This part would be revised to become a teacher-directed part. Its purpose would be to review the four areas of effects, but students would not be asked to write down the areas. Instead, the teacher would call on volunteers to recall the areas and their meaning. As each area is called out, the teacher would write it into a diagram which he/she had drawn on the board. The diagram is to be used in the role play modeling provided in Part 3.

Part 3. Part 3 would be revised as follows: students would be given a choice of case studies (from old study book page 22) with cases revised to be more realistic. Teacher's Manual would be revised to provide alternative procedures in case the students would not act out parts. The teacher would be given option to be one of the characters. If students still do not volunteer, as a last resort, the teacher could opt to use directions in the Teacher's Manual to talk the students through the four areas affected by the study.

Prior to the roleplay, the concept of people reading and the three kinds of clues (from old Lesson 4) would be briefly introduced. If roles are enacted, teacher would ask students to look for these to determine effects. If case study is talked through, teacher would ask students to envision the clues in the interaction, or try to recall how they may have seen people act in similar situations. Effects in the four areas would then be recorded on chalkboard as in old lesson. However, to end the part, Teacher Manual directions would be revised to have teacher call upon students to arrive at a conclusion regarding the total effect of the action, i.e., was it mostly positive, negative, or neutral. If students seem to be having difficulty, teacher could go over a sample put on the board. This sample would be moved forward from old Lesson 7 and revised to include all four areas. The sample would be in the Teacher's Manual only.

Also, it would be suggested that if the teacher feels it is necessary or desirable, she/he would be given the option to repeat the process with the remaining case study in study book.

Part 4. This would be revised as follows: teacher directions will be revised to include distribution of worksheets which contain profiles of characters affected by each remaining action idea. Format of character profiles would be revised to allow space for recording the total effect of the action on each character.

Instructions for conducting role play will be revised to be like those used for Part 3. Students will read the profiles for each character. The, teacher will call for several students to think about the consequences in the first case, then the teacher might urge them to enact the situation before the class. If they are reluctant the teacher could talk them through the role play eliciting from them the possibile effects in the four areas. These would be recorded by the teacher on a chalkboard diagram. The teacher would try to involve as many students as possible asking them to act out or relate differing responses and discussing them. (The case studies would be revised so that one of the remaining ideas would have negative consequences so that it could be rejected in the Judge step -- Lesson 5. The Teacher's Manual would contain completed worksheets to show how each case should turn out. Students would be directed to use only the information provided in the story so as not to distort the outcome.)

After the effects are discussed, the teacher will have the students reach a conclusion regarding the total effect of the action on the person involved, the conclusion would be as planned for that person. The procedure would then be repeated for each person in both ideas.

Part 5. This part will remain essentially unchanged.

Final recommendations:

General. The preliminary recommendations will be incorporated into the lesson with the following addition.

Further recommendations. The following changes are recommended as a result of further staff review of the preliminary recommendations:

A. Objectives: Objective 2 will also be an activity objective. It is directed at a skill which facilitates role taking. Our concern is that the students learn role taking as a way to help them consider others adequately. Further, any paper and pencil measure of reporting different effects on different people necessitates giving information which gives the answer almost directly.

B. Part 3. As a part of relating people-reading to projecting consequences to others, some short situations would be given to illustrate the concept. Examples such as those used in the old lesson or others like, How might the person riding a bike on a narrow busy road feel if someone honks his horn loudly? The purpose is to get across the idea that you can get into someone else's shoes and to offer some easy practice in doing so.

C. The information given in the profiles of the persons affected by the action ideas in each story will be revised as necessary to highlight the quality of the effects, positive, neutral or negative, of the action idea as opposed to situational elements or subtle secondary effects. Basically, the quality of the effects needs to be easier for the students to identify.

General function and final objectives:

New Lesson 4 -- old Lesson 6 revamped.

General function: To provide instruction and practice in considering the potential effects of an action on the others involved.

Objectives.

1. To be able to conclude whether the potential overall effect of an action idea is positive, neutral, or negative to the others involved from given information gathered regarding each person in four areas -- values, feelings, health and safety, and possessions.

2. To be able to report different effects/responses of different persons involved in the same situation.

UNIT II, LESSON 7 -- P2

ANALYSIS NARRATIVE AND RECOMMENDATIONS

GENERAL FUNCTION: To provide practice in applying decision-making skills to decide whether an action idea is ethical.

OBJECTIVES:

1. To be able to describe the three course-given techniques for looking at things objectively.

2. To be able to describe how projected consequences are used to judge whether an action idea is ethical.

ANALYSIS NARRATIVE

Effectiveness:

For objective 1, responses to test item 7 indicated that there was definite improvement in all classes except 7-1 for which there was a slight loss. The final achievement level was high in 2-1, moderate in 3-1, 3-2, 5-1, 6-1, and 8-1. In 4-1 it was low and in 5-2 it ranged from very low to low. In 7-1 and 9-1 the final achievement level was very low.

For objective 2, responses to test item 8 showed that in three classes (2-1, 3-2, 9-1) there was definite improvement with a moderate level of final achievement. Class 3-1 showed slight improvement but the final achievement level was moderate. In two classes (4-1, 6-1) there was definite improvement with a low level of final achievement; class 8-1 also showed a low level of final achievement. In two classes (5-2, 7-1) there was virtually no change and a very low level of final achievement. One teacher (3-1 and 2) found the Teacher's Notes for this lesson "vague and confusing." Another teacher (5-1 and 2) said the directions were not clear and confused him and his students. Another teacher (2-1) felt parts of the lesson were trivial and immature for his students. One teacher (9-1) said the lesson went smoothly.

Presentation:

Time: Time used for this lesson ranged from 27 minutes (1-1, 5-2) to 60 minutes (6-1). (Note that 6-1 has a 60-minute period.) In five classes (1-2, 2-1, 3-2, 8-1, 9-1) time ranged from 30 to 35 minutes. Three classes (3-1, 4-1, 7-1) required 38 to 40 minutes. In 5-1 Parts 1 through 3 were completed in one 34 minute session; the time required for the remaining parts was not recorded. One teacher (6-1) said her students felt they needed even more time than the 60 minutes spent on the lesson.

Mode. In two classes (3-1, 3-2) the teacher used the Teacher Mode throughout. In one class (9-1) the teacher read the script verbatim. In the other classes the Tape and Teacher Mode was used.

Student behavior. The observer reported that in one class (9-1) the students talked among themselves while the teacher was reading some parts of the lesson script. In 1-2 about half the class talked among themselves throughout the lesson. One teacher (8-1) reported that her students worked well in their groups.

Teacher-recommended changes. One teacher (6-1) said she thought the lesson should be divided, with parts 5 and 6 in a separate lesson. Another teacher (2-1) thought the teacher explanation on the chalkboard of the +,- and 0 should be dropped because it was "trivial."

Instruction:

Part 1, Get ready. Two teachers (6-1, 9-1) labeled this part "good." In one class (8-1) the teacher presented a review which linked this lesson to the previous ones in the unit and clarified the relationship of the lessons to the strategy. This was probably done partly to clear up the confusion caused by each group having worked with all four case studies in the earlier lessons in the unit.

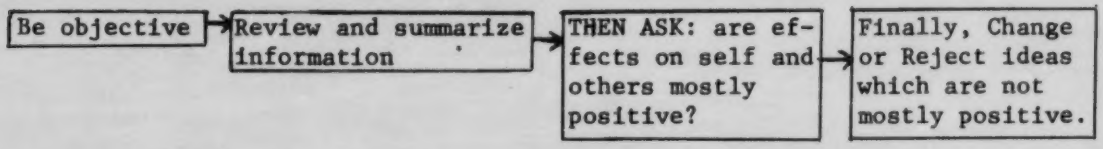
Part 2, Explain Step 4, Judge. This part was omitted from the lesson parts list on the Teacher Report forms so no information is available from the teachers. The observation reports for three classes (1-2, 7-1, 9-1) gave no pertinent information.

Part 3, Explain "Be objective." One teacher (9-1) labeled this part "good." In one class (7-1) the teacher did not ask the students to recall in writing the three ways of being objective. Student responses showed that in all classes except 6-1 and 8-1 only three or four students gave examples of using one of the ways of being objective when making a decision. In both 6-1 and 8-1 about one third of the students gave such examples. The majority of the students in all classes gave examples of using one of the ways to avoid a fight or other kinds of trouble or in order to hold one's temper. (This may be due to example given in directions on script page 5 and the illustrations on study book page 24.)

In almost all classes all the students listed correctly the three ways of being objective (no indication of change after feedback). In two classes (4-1, 5-1) only about half the students did so. In two classes (4-1, 2-1) many of the descriptions were also related to using the ways to "cool off" in order to avoid a fight. Most of the rest of the descriptions were repeats of the brief definitions given on study book page 24. In two classes (3-1, 3-2) however, about a third of the students gave descriptions clearly related to decision making.

Part 4, Explain "review and summarize information" and "change or reject."

One teacher (3-1 and 2) found the Teacher's Notes for this part especially confusing. Even though he used the Teacher Mode in both classes, he found he had to follow the audio script for this part. He also changed the chart to be put on the board to the following:


Be objective
Review and summarize information
THEN ASK: are effects on self and others mostly positive?
Finally, Change or Reject ideas which are not mostly positive.

Another teacher (5-1 and 2) found the directions for this part so confusing that in one class (5-1) he stopped the lesson at this point. He did finish the lesson in the following session, however. Another teacher (1-1 and 2) reported that her students found the directions hard to understand but she thought most of the trouble was because they did not like the tape and they didn't like to work in groups. One teacher (6-1) had her students take notes on this part and take them home to study.

Part of the confusion caused by this part is probably due to the lack of congruence between the audio script and the directions to the teacher in the Lesson Procedure part of the Teacher's Notes and Suggestions. The audio asks the students how they use the information they gathered to judge if an action idea is ethical; one minute is allowed on tape for writing the answer. This question, however, is not mentioned in the description of this part in Lesson Procedure--Tape Mode. In Teacher Mode, the teacher is not directed to do this at all. Student responses indicate that in four classes (5-1, 5-2, 7-1, 8-1) this question was not answered at all, even though teacher reports indicate that all teachers in these classes were using the tape for this part and there is no mention of the part being omitted in either teacher or observer reports. In one class (4-1) the students responded as if the question had been "How do you go about gathering information on possible effects?" Most of them listed and described correctly the four effects areas and how to get information in these areas. This may have been due to the teacher's misinterpreting the question when he re-explained it to the class. In two classes (3-2, 2-1) about half the students answered the question as given on the tape by stating that if the effects of an action were mostly positive for everyone, the action would be ethical. In four classes (3-1, 6-1, 9-1, 1-2) only a few students answered correctly. In 6-1 and 1-2 most of the other students did not answer the question at all. In 9-1 the answers of most of the class were so far afield that it would seem they either didn't hear or didn't understand the question; the observer reported, however, that the students were talking among themselves while the teacher read this part of the script.

Part 5, Applying Step 4 to case studies. One teacher (9-1) labeled this part "good" because the students responded well. One teacher (3-1 and 2) found the Teacher Notes for this part (especially the example to be put on the board as given in 5.C. of LESSON PROCEDURE) very confusing. His students in both classes had difficulty with this part and the teacher thought it might be because they were working with too many variables. In each class one group couldn't judge an action idea because they had too many "zeroes,"; some groups in both of his classes ended up with neither of their character's action ideas judged as ethical. In one class (6-1) the teacher found it necessary to replay the part of the tape that introduces this part and then re-explain the directions herself. She said her students were reluctant to proceed in judging their character's ideas without constant supervision from the teacher. They also felt they didn't have enough time for this part, even though the entire 60-minute period was used for the lesson. In two other classes (5-1, 5-2) teacher and students did not understand the directions for this part. In another class, (2-1), however, the teacher felt this part was so easy as to be trivial for his students; he thought the board explanation with +,-, and 0 was unnecessary and should be cut from the lesson. Student responses showed that in two other classes (6-1, 9-1) some groups had the same problem experienced in 3-1 and 3-2: some groups ended up with neither of their character's action ideas judged as ethical. In all classes students seemed to have more difficulty in judging the "Dianne" and "Andrea" cases than in judging the other two. For both of these cases, the groups often judged at least one of the ideas as neutral or they simply left the space for one or both of the ideas blank. In one class (7-1) the teacher had the students apply the process to judging a fight instead of judging the case study action ideas. It isn't clear from the observation report just how this was done.

Part 6, Close lesson. In two classes (6-1, 9-1) teachers reported the students responded well to this part. In 9-1 the teacher presented the definition of "ethodrama."

RECOMMENDATIONS

Preliminary Recommendations:

Dropping and combining of earlier lessons as recommended would now make this Lesson 5. Therefore, lesson references would be revised throughout.

Time. With the exception of one class, time did not seem to be too much of a problem. If the lesson is revised as recommended below, students working as a class instead of in groups, and judging under the directions of the teacher, time should become even less of a problem.

Mode. Again, group management problems indicated that teacher mode throughout is most desirable. However, optional tape mode could be provided for Parts 1, 2, 3, and 4.

Objectives. It is suggested that objective number two be rewritten as an activity objective wherein students use projected consequences to judge whether an action idea is ethical. This relates more to what is done during the lesson rather than a measure of the skills taught.

A third objective should be added to measure whether, as a result of the lesson, students will be able to discriminate between an ethical and nonethical idea on the basis of the possible effects of the idea on the people involved. This would be a measure of the lesson's effectiveness.

Part 1. This part would remain essentially unchanged with deletion of instruction to put students into groups. Again, optional group work suggestions for this and other parts of the lesson would be included in the Teacher's Manual.

Part 2. This part would remain basically unchanged except that in explaining the Judge step, teacher would write three substeps on the chalkboard in the form of a flow diagram as suggested by one of the teachers. References to page 10 would be deleted since previous recommendations have removed the substeps from the page.

Part 3. Major change to this part would involve change in the illustration for the ways to be objective (study book page 24) and the accompanying explanation. Those related to avoiding fighting or cooling off anger would be replaced with more general things: perhaps show a clock or hour glass for time; an isolated spot for place. Thrust of lesson would be toward taking time or seeking a place to go to collect your thoughts or a person who might help you collect your thoughts before judging.

Also, number of examples would be increased. Furthermore, since students are not working in groups, sharing of personal experiences with class would reinforce instruction more. Feedback on quiz could also be elaborated to include more examples or recall examples originally provided (or shared in class discussion).

Part 4. This part would remain essentially the same except for dropping the quiz relating to old objective number 2, regarding how information is used to judge ethicality of ideas. This would also eliminate incongruity now existing between script and Teacher's Manual and the confusion manifested by the students. In addition, using the flow diagram from Part 2 and adding to it the question, "Are effects on self mostly positive?" would aid the teacher in clarifying the operation of this element of the step. At this point, teacher could allude to conclusions reached in previous lessons regarding overall effects of the actions.

Part 5. With the teacher directing the operation, and the class no longer in groups, this operation should become much simpler.

Working on the chalkboard the teacher eliciting responses from students will fill in a diagram like this one below:

	Action Idea No.____	Action Idea No. ____
Effects on Self		
Effects on Others		

The students would be called upon to "review" the total effect of each idea for self and others recorded on the worksheets. Then, under the teachers direction, they would "summarize" using the chalkboard diagram. (Mention would be made that since they are working with a story character they would not use a way to be objective.) Finally, the students would judge the ethicality of the actions by asking "Are the effects mostly positive?" Then they would reject the negative idea and carry the other into the Act step, the next lesson. Also, this part would be revised to move the sample explaining how to summarize information (for their old worksheet 6) forward to new Lesson 4 where it would be used as needed by the teacher to instruct on arriving at a conclusion regarding the total effect of an action on a character.

Part 6. In order to measure the lessons effectiveness, this part would be revised to incorporate a closing quiz in which students would be asked to judge the ethicality of two action ideas presented in a brief case study on a study book page. Story would be presented, along with diagrams of the effects of two actions on the main character and several involved people. On a notebook page students would be asked to 1) arrive at a conclusion regarding the total effect on each character, 2) summarize the total effect of each action idea, and 3) judge which action idea is ethical. Feedback would be provided.

Final recommendations:

General. The preliminary recommendations above will be incorporated into the lesson.

Further recommendations. Because the staff reviewed the analysis narrative thoroughly before the preliminary recommendations were written, further staff review did not produce any additional changes.

External review. No changes suggested by reviewers.

Affirmative action. No change necessary.

General function and final objectives:

New Lesson 5.

General Function. To provide practice in applying decision-making skills to decide whether an action idea is ethical.

Objectives.

1. To be able to describe the three course-given techniques for looking at things objectively. (Tested)

2. To be able to state that the question asked in judging whether an action is ethical is: Would the effects on Self and Others be mostly positive? (Tested)

3. To demonstrate using projected consequences of an action in determination of the ethicality of a potential act.

UNIT II, LESSON 8 -- P2

ANALYSIS NARRATIVE AND RECOMMENDATIONS

GENERAL FUNCTION: To introduce the group role play (Ethodrama) and give directions for planning the Ethodrama scenes.

OBJECTIVE:

To be able to generate a plan for a group role play that is consistent with a given action idea and other information provided.

ANALYSIS NARRATIVE

Effectiveness:

The objective for this lesson was an activity objective and therefore not measured in the unit test. Two teachers (5-2, 6-1) reported that student response was good and they enjoyed the lesson. One of these same teachers reported that in his other class (5-1) the student response was poor. In both 5-1 and 5-2 the students had trouble using Worksheet 8. In 7-1 the teacher changed the lesson, giving the class situations he had made up for them to present. One teacher (4-1) reported that his students spent more time deciding who would play which role than on planning scenes.

Presentation:

Time: The time used for this lesson ranged from 30 minutes (1-1, 5-2) to 66 minutes (8-1). In 8-1 46 minutes were spent on part 3. Five classes (3-2, 4-1, 6-1, 7-1, 9-1) required 40 to 45 minutes. Class 3-1 took 34 minutes and class 5-1 took 37 minutes. In 9-1 the teacher reported he had taken extra time at the beginning of the lesson for review because so many students were absent the previous session. Four teachers (2-1, 4-1, 8-1, 9-1) felt that the students did not have enough time to plan their presentations; two (2-1, 8-1) thought the lesson was too long to be done in one class period.

Mode. One teacher (1-1) used Teacher Mode throughout the lesson because the tape recorder wasn't working. All others used the Tape and Teacher Mode.

Student behavior. The observer reported that in 1-1 only one group worked on the lesson; the rest of the students talked and played. One teacher reported that in both his classes (5-1, 5-2) the noise level was very high during the planning part of the lesson.

Teacher-recommended changes. One teacher (2-1) suggested that two sessions be allowed for this lesson. Another teacher (3-1 and 2) suggested that the modeled ethodrama be changed so that the scene portrayed corresponds more closely to the instructions given the students for planning their own dramas. (See part 2 below).

Instruction:

Part 1, Get ready. Two teachers (1-1, 6-1) labeled this part good. No further information.

Part 2, Sample Ethodrama. Two teachers (1-1, 6-1) labeled this part "good." The observer, however, noted that the teacher in 1-1 did not read the modeled ethodrama to the class. In one class (3-2) a student stated that the modeled ethodrama did not show the action being done, yet the instructions on the board (on page 4 of the Teacher's Notes) tell the students to plan one scene showing the character carrying out the action.

Part 3, Planning Worksheet 8. One teacher (5-1 and 2) reported that in both his classes the students had trouble using Worksheet 8. This may have been partly because they didn't really understand what they were supposed to be doing; they thought they were writing a play. In fact, in both classes the teacher allowed some groups to make up their own drama instead of planning a presentation of the case study they had been working on. In one class (8-1) the teacher had to re-explain the directions to each group individually. She also stated for each group the action idea they would present. It took her class a long time to do this part because the students could not reach a consensus easily. She recommended expanding Worksheet 8 to include a page where the students could jot down their thoughts about what they would say. She also felt as did the teacher for 9-1 that the worksheet should allow more room for additional scenes instead of asking the students to just use the back of the sheet. Another teacher (6-1) reported that her students had no trouble using Worksheet 8 but they did need extra help in planning their dramas. They enjoyed the planning session, however. In this class they were told to continue working on their plans as a homework assignment. In one class (7-1) the teacher did not have the students use Worksheet 8 because "they couldn't get into it." He also did not have the students plan ethodramas based on the case studies. Instead he gave them some situations he had made up which were more similar to their lifestyles. In one class (1-1) only one group worked on planning; the rest of the students talked and threw paper balls around the room. Four teachers (2-1, 4-1, 8-1, 9-1) commented that more time was needed for planning than was available.

Student responses indicated that in all classes planning worksheets were at least partially filled out for all groups. In four classes (3-1, 3-2, 2-1, 6-1) copies of Worksheet 8 were handed out to all students, although in 3-1 and 3-2 only one worksheet for each group was filled in. In three classes (1-2, 3-1, 3-2) about half the groups correctly filled in the value problem statement. In three other classes (4-1, 5-2, 8-1) no group correctly filled in the value problem statement although some groups did correctly name their character's value. In 9-1 two groups copied the value

problem in the correct form. In 5-1 one group working with a student-originated case stated the value problem in the proper form. In 2-1, 3 of 18 students completing Worksheet 8 stated the value problem correctly, while in 6-1 10 students did so. A number of the other students in these two classes copied in their character's value. Almost all worksheets had the action idea stated, although in some cases the recorder only wrote the number of the idea the group had chosen. Many students apparently did not understand what was meant by "purpose of the scene." In six classes (2-1, 1-2, 4-1, 5-1, 5-2, 8-1) none of the worksheets contained a clearly stated purpose for any of the scenes; this part was either left blank or the recorder had written a description of what would happen in the scene. In three classes (3-1, 3-2, 9-1) the purpose of the scenes was explained on about half the worksheets.

RECOMMENDATIONS

Preliminary recommendations:

If the Ethodrama is eliminated from the Unit (see the recommendations for Unit II, Lesson 9) this lesson would also be dropped since its only purpose was to have the students generate a plan for enacting the Ethodrama scenes.

Final recommendations:

General. The preliminary recommendations that this lesson be dropped is being acted upon.

External review. One teacher consultant felt that dropping the Ethodrama is in the best interest of the students. The other teacher consultant concurred with the preliminary recommendation also.

UNIT II, LESSON 9 -- P2

ANALYSIS NARRATIVE AND RECOMMENDATIONS

GENERAL FUNCTION: To have students demonstrate an understanding of the ethical action process in presenting their Ethodramas and to evaluate whether or not the actions presented are ethical.

OBJECTIVES:

1. To demonstrate use of available knowledge in describing potential consequences of possible actions to self and others.

2. To evaluate ethicality of actions presented in the Ethodramas.

ANALYSIS NARRATIVE

Effectiveness:

The objectives for this lesson were activity objectives and therefore not measured in the unit test. In six classes (3-1, 3-2, 5-2, 6-1, 8-1, 9-1) teachers reported that the dramas went well and the students enjoyed the lesson. One teacher (4-1) reported that his students were reluctant to act and were not prepared. In one class (7-1) the teacher reported that his students were just playing roles but had no understanding of how this was related to the strategy. Two other teachers (6-1, 8-1) however, felt that most of their students seemed to understand the concepts and the relationship of what they were doing to ethical action.

Examination of student responses indicates that a majority of the students in all classes except 2-1 did not evaluate the dramas in terms of the course definition of "ethical." (See last paragraph of Part 4 under "Instruction" below.)

Presentation:

Time. In most classes the time required for this lesson depended largely on the number of groups presenting ethodramas in the class. In one class (2-1) however, the lesson took 75 minutes and only four groups presented; but the teacher gave an explanation after each drama which probably accounts for much of the time. Four classes (4-1, 5-1, 7-1, 8-1) used only one session for the lesson and times ranged from 32 minutes (5-1) to 47 (7-1) minutes. In three of these classes (4-1, 7-1, 8-1) not all groups presented their dramas. Five other classes (3-1, 3-2, 5-2, 6-1, 9-1) required 60 to 65 minutes.

Mode. In one class (9-1) the teacher reported he used the Teacher Mode; however, he may have read the script verbatim as he did in previous lessons. All other teachers used the Tape and Teacher Mode.

Student behavior. In 4-1 three of the groups presenting were reluctant to participate and generally did not do a good job. In the other classes that were observed (5-2, 6-1, 7-1) the students did a good job on their presentations and appeared to enjoy the lesson.

Teacher-recommended changes. One teacher (2-1) recommended that the lesson be split in two and that a teacher explanation after each ethodrama be added to the directions for the teacher. Another teacher (7-1) felt the lesson should be changed completely-- "less acting and more situations with cartoon illustrations." A third teacher (9-1) suggested that the part where the students made their name tags should be put in the preceding lesson.

Instruction:

Part 1, Get ready. One teacher (6-1) labeled this part "good." No other information.

Part 2, Explanation of Step 6--Evaluate. (Worksheet 9). One teacher (6-1) labeled this part "good." No further information.

Part 3, Review of plans. In three classes (3-1, 3-2, 6-1) making the name tags was done prior to beginning the lesson. The groups in two of these classes (3-1, 3-2) also reviewed their plans prior to the beginning of the lesson. In one class (4-1) the students objected to the name tags because they thought it was "babyish." In one class (7-1) the students did not make name tags because they were playing themselves in dramas made up by the teacher. This same teacher said that this part was too difficult for his students but did not explain why. He did have a management problem in that while he was giving guidelines and explanations to some students, the others would interrupt. Another teacher (4-1) reported problems with this part because his students spent more time changing roles decided upon in the last lesson than they did reviewing their plans; most students wanted roles that required little speaking. One teacher (9-1) felt his students needed more time for review than was allotted in the lesson and suggested that the name tags could be made in the preceding lesson.

Part 4, Presentation of Ethodramas. In one class (4-1) the students were not prepared to present and generally did a poor job. The teacher decided not to have the last two groups present in the following session and instead had the announcers read to the class the purpose of each scene and the names of the participants for those two dramas; the rest of the class protested that this was unfair. This teacher suggested that more detailed planning sheets might help students do a better job.

Another teacher reported that in one of his classes (5-1) the students were reluctant to participate and one student refused entirely. He thought that if they had been allowed to make up their own dramas they might have

been more cooperative. In his other class (5-2) some groups did present dramas they had made up and all students seemed to enjoy the lesson. One of the groups, according to the observation report, appeared to have followed the proper format in that the value problem was stated correctly (on the planning worksheet at least) and an action idea was described. The scenes also appeared to deal with the effects of that idea, although the emphasis seemed to be more on "solving the problem."

One teacher (2-1) reported that he provided an explanation after each presentation but did not relate what the explanation consisted of.

In one class (7-1) the students presented vignettes of real-life situations that the teacher had composed. There was a lively discussion after each presentation with students participating who usually do not do so. The observer reported, however, that the students were more concerned about effects on self than effects on others. This teacher said he felt his students did not understand the relationship of the role playing to the stragegy.

In 6-1 the observer reported that most of the groups presenting showed a good grasp of the lesson concepts. In this class the teacher required the students to also evaluate their own dramas, as an additional assignment.

In 8-1 only the three groups who volunteered and who were the best prepared presented their dramas. The teacher felt this was sufficient to demonstrate the point of the lesson. In this class the students wanted to mark between "yes" and "no" for the ethicality question for the Andrea drama because they thought there was a dilemma concerning ownership of the camera and that what was fair to one person wasn't fair to the other.

In 9-1 the teacher reported that his students were very enthusiastic about the dramas and thought they were worthwhile. Some groups wanted to put on their dramas a second time.

Examination of the copies of worksheet 9 which were returned indicated that although students did not hesitate to judge whether the portrayed action was ethical or not, most of them did not give reasons for that decision which were related to the course-given definition of "ethical." In 2-1 about half the class gave correct reasons. And in three classes (3-1, 3-2, 6-1) about a third of the class did so. In 8-1 and 9-1 only a few students responded with the course-related reasons. In the rest of the classes no students did, and in 5-1 and 5-2 the students gave no reasons at all. In the other classes most of the reasons given pertained to how things turned out: "the boys got the money without stealing; Jack's mother got the job; it was unethical because Dianne's father shouldn't have had to buy two TV's; etc." In one class (9-1) about a third of the students judged Dianne's action to

be ethical because "the family compromised." Some of the other reasons given in most classes related to how well the drama was performed: e.g., the action was judged not ethical because the last scene was poor or because the group laughed so much that they couldn't be understood.

RECOMMENDATIONS

Preliminary recommendations.

It is recommended that this lesson be dropped. The Ethodrama was intended to represent Step 5, the Act step, of the strategy, and the students were to evaluate the action on the basis of the drama portrayal. Instead, the dramas became the entire focus for the unit rather than just practice of a strategy step. Although some of the students performed well and enjoyed the lesson, many, along with others who did not do as well, could not see any relationship between the drama and the strategy. In addition, many students were reluctant to enact their roles and some refused to participate, thereby posing serious class management problems. One class performed dramas made up by the students and not even related to the case studies.

Some classes took an inordinate amount of time to present their dramas. Some classes that completed the lesson in a normal session did so only because not all groups got a chance to perform.

Finally, because the students focused on the drama itself as the principal outcome of the unit, an overwhelming majority of them evaluated the action in terms other than the course definition of "ethical." Most judged the action in terms of its outcome. Many in terms of how well the drama was performed. Some gave no reason at all.

Therefore, because the time for the ethodramas (in preparation and in presentation) was out of proportion to their effectiveness; because the dramas created serious class management problems; and because the ethodramas obscured the strategy at this point, it is suggested that the drama be dropped and a simpler representation of the Act step be substituted. Since the Ethodrama constitutes the major portion of the lesson, it is further suggested that the Act step device substituted for the ethodrama and that portion of the lesson devoted to the Evaluate step be combined with another lesson. See the recommendations for Unit II, Lesson 10 for suggestions as to how this would be done.

Final recommendations:

General. The preliminary recommendation that this lesson be dropped and that the Act step be presented in a different way in another lesson is being acted upon. The two teacher consultants concurred with this recommendation.

UNIT II, LESSON 10 -- P2

ANALYSIS NARRATIVE AND RECOMMENDATIONS

GENERAL FUNCTION: To provide opportunity to give and get evaluative feedback as to whether the actions presented were ethical and why.

OBJECTIVES: To be able to describe what you ask when evaluating whether or not a completed action is ethical.

To support/justify decisions regarding ethicality of actions with reasons that support the coure criteria for ethical action.

ANALYSIS NARRATIVE

Effectiveness:

A review of the available data for test item 9, which measures objective 1 (the tests are missing for 1-1 and 1-2, and the pretests for 8-1 are missing) showed a definite improvement for six classes (2-1, 3-1, 3-2, 4-1, 6-1, 9-1) with a very high level of final acheivement in 2-1, a high level in 6-1, moderate to high levels in 3-1 and 3-2 and moderate in 4-1 and 9-1; class 8-1 also had a moderate level of final achievement. There was a slight inprovement in class 5-2 and little or no improvement in 5-1 and 7-1. Final achievement in class 5-1 was low, and in 5-2 and 7-1 it was very low.

In classes 5-1 and 5-2 the teacher felt the students still could not understand what it means when an action is ethical. In 7-1 the teacher felt the students did not know the concept of the case study and didn't see the relationship of the case studies and ethodramas to the strategy. In 9-1 each group presented an evaluation of their own ethodramas, not the dramas of others. In contrast to these comments, the teacher in 8-1 reported that students were able to understand and apply the concept of ethical action. Also, the teachers in 1-1 and 2 and 6-1 felt students were able to decide if the actions were ethical and gave adequate reasons.

Presentation:

Time. In five classes (1-1, 3-1, 3-2, 5-2, 9-1) the teachers reported taking under 30 minutes to complete the lesson, though in three cases the observer recorded longer times (43 minutes for 3-1, 39 minutes for 3-2, and 32 minutes for 5-2). Three classes took between 30 and 40 minutes (4-1 = 39 minutes; 5-1 = 32 minutes; 7-1 = 40 minutes). The rest (2-1, 6-1, 8-1) took 55, 50 and 45 minutes respectively (though the observer reported 59 minutes for 2-1 and 42 minutes for 8-1).

In two classes (1-1 and 1-2) the teacher said the lesson was very short and she combined it with other lessons. In 2-1 the teacher rushed to close the lesson because the ethodrama discussions took too much time.

Mode. "Tape" mode was used most often for Parts 1 and 3, "teacher" for Part 2 and "both" for Part 4.

Teacher-recommended changes. Teacher 2-1 suggested making this a two-part lesson or else suggest that only a few (not all) ethodramas be discussed. Teacher 8-1 suggested that wording of closing quiz be like other closing quizzes. In others we ask, "what things do you do etc.?" Here we ask "What questions do you ask?" Teacher had to reexplain. The teacher in 1-1 and 1-2 suggested combining Lessons 9 and 10 because this one was so short.

Instruction:

Part 1, Get ready. In four classes (1-1, 1-2, 6-1, 9-1) the teachers evaluated this part as especially good. In 5-2 a lack of heat and trouble with the clocks delayed the lesson and caused confusion. Teacher report indicates the conditions affected the entire lesson.

Part 2, Class discussion. In five classes (1-1, 1-2, 2-1, 6-1, 8-1) the teachers evaluated this part as especially good. The teachers in 2-1 and 6-1 reported that the discussion went well and students seemed interested, but in 2-1 the teacher said that too much time was spent on the discussions. The observer verified this, but suggested that prolonged time may have been due to student interest. In 3-1, the teacher omitted asking the question "Was the action ethical?" during one of the discussions. Teacher 4-1 reported that students could not see connection between the questions presented by the narrator on the tape and the questions the teacher asked during the discussion. In two classes (5-1, 5-2) not all students had worksheets to talk from. They had apparently been collected with materials for us from the folders. Also, some in the class had apparently not filled in the worksheet. In addition, the teacher did not ask the questions spelled out in the teacher's manual and did not call on all groups for discussion. One student in this class indicated that although she had filled out the worksheet with yeses, she still did not know whether the action was ethical. In class 8-1 the teacher may have confused students by pronouncing (albeit somewhat indirectly) the ethicality of one action which some students perceived as not ethical. In class 9-1, each group of students who had presented an ethodrama evaluated their own drama, instead of being evaluated by the class.

Part 3, Summation. In six classes (1-1, 1-2, 2-1, 6-1, 8-1, 9-1) the teachers evaluated this part as especially good. In class 2-1 the teacher hurriedly summarized and did not turn on tape because of press for time. In 3-1, 3-2, 5-2, and 8-1 the observer reported that the students listened attentively. No other pertinent data.

Part 4, Close lesson. In five classes (1-1, 1-2, 6-1, 8-1, 9-1) the teachers evaluated this part as especially good. In 2-1, the teacher reported rushing the closing due to press of time. The observer noted that

the class bell rang and students did not get time to write answers to the closing quiz calling for the questions asked to see if an action is ethical. The teacher got one verbal response before closing the session. In 3-1 and 3-2 the observer reported that about half the class changed their answers after feedback. This same teacher also gave an extensive review of the strategy steps (15 minutes in 3-1, 7 minutes in 3-2) using his own form, a blank outline of the strategy steps and substeps. In 5-2, the observer reported two students did not know what to write; so the teacher replayed the last part of the tape. In 8-1 the teacher and observer reported that students weren't sure what to write. The teacher replayed the tape and explained the directions twice. The teacher felt the problem was due to the fact that students were asked to write questions, which was different from all other quizzes where they were asked to write what is done to complete the step. The teacher in 6-1 had students memorize the strategy for homework.

A review of student responses showed the following: in classes 3-1, 3-2 and 4-1 most of the students responded correctly, though there was much evidence of changes at feedback. In many cases, students had responded with other questions, such as, "Did it show the value problem? Was it ethical? Was it fair?"

In class 5-1 most of the responses and in 5-2 little more than half of the responses were missing. Of those returned, less than 10 got both questions right. In 1-1, almost half were missing. Those returned wrote other questions, especially "Is it fair?" and "Is it ethical?"

In 6-1 and 9-1 most students got both responses correct, but here again, many students wrote questions like, "What are the effects of the action? Is it ethical? Did it show the value problem.?"

In 8-1 no student responded correctly to the quiz. The questions most often substituted were "Is it fair (to self and others)?; What effects did it have? Were others considered?"

There were no student responses for 1-2, 2-1, and 7-1.

RECOMMENDATIONS

Preliminary Recommendations:

Dropping and combining of earlier lessons as recommended would make this Lesson 6. Lesson references would be revised accordingly.

Time. Most classes did not report a major problem with time even though working with the complex structure of the Ethodrama. Therefore, it is felt that even with the Act step and the Evaluate step combined in this lesson, the

simplified structure recommended below could be accomodated without significantly increasing lesson times. However, a number of teacher options are suggested below, and lesson times would vary for each. The Teacher's Manual would be revised to reflect this.

Mode. It is recommended that this lesson be presented in the teacher mode, since the major portion of the lesson is devoted to discussing and evaluating the characters' actions. However, a tape option could be provided for the Get Ready part, Part 1, and for Part 2, which introduces the format for the Act step. (See Part 2, below).

Objectives. Adding the Act step to this lesson and changing the format in which it is presented would require formulating a new activity objective for the lesson. It is suggested that the objective be that the lesson provides students with an example of how the action could turn out and an opportunity to discuss the effects on those involved as well as to present and discuss other ways it could have gone.

The two current objectives relating to the evaluate step would be changed to reflect the evaluate step more precisely.

Part 1. In reviewing the unit up to this point this would be revised to include changes made to the preceding lesson. It would also be revised to provide a brief overview of the purposes and activities part of the lesson as revised.

Part 2. This part would be revised to include the introduction of the representation of Step 5, Act, of the Ethical Action Strategy. It is suggested that the step be represented by a cartoon strip in which the character carries out the remaining action idea. The strip would include the people affected by the idea and would show the way it could have happened.

The Teacher's Manual would be revised to include several options to the teacher for presenting the Act step. For example,

a. In addition to having the class read the strip, the teacher might have a group of individuals role play the action for the class using the strip as a script.

b. If the teacher is working with individual groups using all the characters, he/she might have each group act out its idea, or at least have each group make an oral presentation of its case to the class.

In any case, the strip would be structured so that the evaluation question regarding the effects of the action on self and others could be asked. Also, the action would be structured so as not to provide a pat solution to the problem. Thus, the point could be made that the outcome of an action does not determine its ethicality, but whether or not one can respond affirmatively to the evaluation questions.

Part 3. This part would be added to the lesson. It would be teacher-led and would provide an opportunity for the students to discuss the action as presented in the script and/or acted out. The discussion would be managed via a series of structured questions in the Teacher's Manual. The questions would not only relate to the action and its effects as presented, but would also elicit discussions of other ways the action could have gone.

Part 4. This part would incorporate the evaluate elements of old Lessons 9 and 10 revised as follows.

The students as a class (or each group) would evaluate each action by filling in a diagram at the bottom of the worksheet containing the cartoon strip. Or the questions could be on a study book page that the students respond to on notebook paper.

Part 5. In this teacher-led part, students would share their responses to the evaluation questions and the teacher would reinforce the course definition and the questions asked to determine the ethicality of an action. Then, the students would be asked to recall on a separate sheet of paper what those questions are. The teacher would provide feedback.

Part 6. This part would be revised to summarize the entire unit. Because its cartoon format resembles the case studies, Review exercise 3 would be moved up from old Unit II, Lesson 11. Students would be called upon to complete the exercise as is. Then feedback would be provided in a class discussion in which the teacher would relate the steps in the exercise to the lessons of the unit in which students carried out the step for their character. The part would close, noting that the next lesson would be a review to prepare the class for the unit test.

Final recommendations:

General. The preliminary recommendations will be incorporated into the lesson with the following additions.

Further recommendations. The following changes are recommended as a result of further staff review of the preliminary recommendations:

The lesson will emphasize throughout that the question to ask when examining the completed action is, "Did the action really have mostly good effects on everyone involved?" It is not the intent of evaluation to examine either the efficacy of the outcome in handling the question, i.e. did it solve the problem? Nor de facto ethicality. This doesn't fit our definition and it undermines the process.

Evaluation is done to see if you need to use the process more efficiently so that you are better able to judge the potential consequences of your action. Were you being fair in your considerations? Did you consider everyone involved adequately? If the completed action has negative consequences, it is because you didn't gather sufficient information or judge

correctly; it doesn't mean you relabel the act "unethical." You evaluate so you can learn to be a more skillful judge next time you must decide on an action to take. The Act step is the necessary test. It gives you the reality from which to learn. This requires rephrasing of part 5 and the questions on the worksheets.

In addition, given lesson objective 1, the instruction must be revamped to emphasize the function of evaluation in ethical action more than it currently does.

External review. No changes suggested by the reviewers.

Affirmative action. No changes necessary.

General function and final objectives:

New Lesson 6 -- revamped Lesson 10.

General Function. To provide instruction and practice in evaluating the actual consequences of an action which had been judged as ethical.

Objectives.

1. To be able to recall two things you ask when you evaluate a completed action: (a) did the action show the value was important? (b) did the action have mostly positive effects on everyone involved? (Tested)

2. To be able to identify use of the strategy steps by name and in proper sequence from given examples. (Tested)

UNIT II, LESSON 11 -- P2

ANALYSIS NARRATIVE AND RECOMMENDATIONS

GENERAL FUNCTION: To review unit concepts and prepare students for unit test.

OBJECTIVES:

1. To be able to state the value problem for a given situation.
2. To be able to recall the characteristics that make an action idea specific.
3. To be able to discriminate specific from nonspecific actions.
4. To be able to recall three checkpoints used to determine if an action idea is possible to do.
5. To be able to recall that the use of situational, spoken and unspoken clues facilitates considering the potential effects of one's actions on others and evaluating the actual effects on others.
6. To be able to recall that the areas to consider when gathering information about potential effects of actions on self and others are: values, feelings, health and safety, and possessions (things one owns).
7. To be able to describe the three course-given techniuqes for looking at things objectively.
8. To be able to describe how projected consequences are used to judge whether an action idea is ethical.
9. To be able to describe what you ask when evaluating whether or not a completed action is ethical.
10. To be able to identify use of strategy steps by name and in proper secquence from given examples.

ANALYSIS NARRATIVE

Effectiveness:

See analysis of Lessons 1 through 10 for unit test data.

In two classes (3-1 and 2) the teacher felt that most students had got the item about the uses of people reading (item 5) wrong on the posttest

because the instruction was inadequate. He did not indicate whether he meant in the initial lesson or in the review lesson. The teacher in 5-2 also felt that people reading and its uses were not stressed enough for the students to do well, but again it was not indicated whether the initial lesson or review was at fault. In 8-1 the teacher supplied her own review because she felt the lesson review was inadequate. The teacher in 6-1 felt that the review was very good. However, she did say that she took very little time on the review because the students knew the concepts.

Presentation:

Time. In class 1-1, the teacher spent 35 minutes. In class 1-2 the same teacher reported spending very little time on the review. In fact, in 1-2 the teacher working in two class periods was able to complete the balance of Lesson 9 and do Lessons 10 and 11 in the same session. Although the teacher in 6-1 indicated on the teacher report that she used 55 minutes, she said the review did not take long and she gave the posttest in the same session. In 4-1 the teacher reported that the students were concerned about time -- they were afraid that spending too much time on review would not leave enough time to complete the test. This teacher reported using 40 minutes. In 9-1 the teacher reported using 35 minutes (41 according to observer) and felt that the posttest should be given in a second session (which he did). The remaining classes used the following times: 3-1, 3-2, 5-1 -- 35 minutes (observer recorded 31 for 5-1); 5-2 -- 44 minutes; 7-1 -- 45 minutes; and 8-1 -- 60 minutes.

Mode. Teacher mode is prescribed for the lesson and no tape is provided. However, one teacher reported using "both" for some parts.

Student behavior. In 5-2 the teacher reported that the students seemed somewhat lethargic and the lesson did not go well.

Teacher-recommended changes. Several teachers (1-1, 1-2, 9-1) suggested that the lesson should be changed to allow the test to be given on a separate day. In 8-1, the teacher suggested expanding the review to make it more adequate. In classes 3-1 and 3-2, although not suggested as a change, the teacher did use his own blank review outline in addition to the course material.

Instruction:

Part 1, Get ready. In four classes (1-1, 1-2, 6-1, 9-1) the teachers rated this part as especially good. In 8-1 the teacher had students write down all the terms in the unit and played a game to help students remember the strategy steps before beginning the lesson.

Part 2, Review of strategy step names, concepts, and skills (study book page 27). In four classes (1-1, 1-2, 6-1, 9-1) the teachers rated this part

as especially good. In 3-1 and 3-2 the teacher used his own blank outline form in addition to the studybook. In three classes (3-1 and 2, 5-2) the teachers reported not enough instruction on people reading and its uses. It was not clear if they meant here or in the initial lesson.

Part 3, Review exercise 1 (Worksheet 10). In four classes (1-1, 1-2, 6-1, 9-1) the teachers rated this part as especially good. In class 7-1 the teacher read the exercise to the students and they did it together. In classes 1-1 and 1-2 the teacher reported that students had trouble completing worksheet 10, complaining, "You mean we are supposed to remember this stuff for 10 weeks?"

A review of the student responses on the worksheet showed that in all but three classes (5-1 and 2, 7-1) most of the students had correct responses with a scattering of errors across the items. In 5-1 incorrect responses occurred for all items with most appearing in questions regarding specific and possible ideas and considering effects of action. In 5-2 and 7-1 about about 6 to 8 incorrect responses occurred for each item. Almost all papers showed evidence of change at feedback.

Part 4, Review exercise 2 (Worksheet 11). Again in class 7-1 the teacher read the worksheet and the class did it together; 1-1 and 1-2 had difficulty completing the worksheet. In class 9-1 the teacher read each item of the worksheet, not just the directions. In this part the teacher used the word "tragedy" instead of "strategy" and the students imitated him.

In about half the classes (1-1, 1-2, 3-1, 4-1, 6-1) most of the students had correct responses for almost all of the items on the worksheet with a scattering of errors; although in 4-1 eight did not respond at all to the worksheet. The rest of the classes had error patterns occurring as follows: in 5-1 there were about a dozen incorrect errors for each item; in 5-2 there were 3-5 errors for each item; in 7-1, there were 3-4; in 8-1, nine students responded incorrectly to the people-reading items; in 9-1 and 3-2, also, errors most often occurred in the people-reading item. Almost all papers showed evidence of change at feedback.

Part 5, Review exercise three (Worksheet 12). In the same four classes (1-1, 1-2, 6-1, 9-1) the teachers rated the part as especially good. Again, class 7-1 did the worksheet together and classes 1-1 and 1-2 had difficulty completing it. It was at this point that students in 4-1 became anxious about having enough time to complete the test. In class 9-1 the students were noisy as the worksheets were passed out and the feedback given.

Worksheets for 4-1 were missing, and for class 7-1 none of the worksheets had written responses.

In 3-2 there was a high incidence of step number omissions for Steps 2 through 6 of the strategy (10-14 omissions each).

In the rest of the classes, there were varying patterns of number/name omissions and number/name errors for the steps as follows:

1-1, omissions were light and spread evenly across the steps. Errors were heavy (14-21) for all but Step 3.

1-2, few omissions and errors, mostly for Steps 3 and 4.

2-1, few omissions and errors, mostly for Steps 3 and 4.

3-1, few omissions and errors spread evenly across the steps.

5-1, few omissions spread evenly across the steps. Slightly more errors. mostly for Steps 3 and 4.

5-2, few omissions and errors spread evenly across the steps.

6-1, fair amount of step number omissions clustered under Steps 1 (7); 2(8); and 3(12).

8-1, no omissions for Steps 1 and 6 and a few omissions (3-5) spread evenly across the other steps. Few errors clustered mostly under Steps 1 and 4.

9-1, few omissions, errors few except for Steps 2 (12 errors) and 4 (10 errors).

Part 6, Unit Test. In most classes (3-1, 3-2, 5-1, 5-2, 7-1, 8-1, 9-1) the unit test was given at a later date, not just after the lesson. The teacher in 4-1 reported that the students would have liked more time for the test. In 1-1 and 1-2 some students were frustrated and refused to complete the test.

RECOMMENDATIONS

Preliminary Recommendations.

Dropping and combining of earlier lessons as recommended would make this Lesson 7. Lesson references would be changed accordingly.

Time. If the review exercises are changed as suggested below and the number of measured objectives is decreased as suggested in earlier lesson revision recommendations, it is expected that lesson time will be short enough to allow the unit test to be given in the same class session as the review.

Objectives. The objectives would be reviewed to reflect those measured lesson objectives recommended for deletion or change.

Part 1. This part will remain essentially unchanged.

Part 2. This part will be revised to reflect changes made to the study book page (old page 27) in accordance with items dropped from the objectives; viz. item 4 on people reading, item 5 on the four areas of effects; and item 7 on how evaluation information is used. Item 1 of the review will be revised to reflect the new form for stating the value question. Item 3 will be revised to reflect the subjective nature of the possibility check and the increased number of criteria which could be used. This item could refer the students back to the study book page which introduces the criteria in Lesson 3.

Part 3. This part would remain essentially unchanged, except for those worksheet items relating to measured objectives recommended for deletion or change: item D -- the four areas of effects would be dropped; item B, possibility criteria, would be revised to consider the many other areas recommended for inclusion in Lesson 3.

Also, for consistency's sake, it is suggested that number 3 in the "Terms" column be revised to read "Did it have mostly good effects?"

Part 4. This part would remain essentially unchanged except for the deleted and revised items mentioned in Part 2 and 3 viz. deletion of people-reading and how evaluation information is used and the revised form for stating the value question.

Part 5. It has been recommended that worksheet 15 (Review Exercise 3) be moved forward to the evaluate lesson to be used as a device to summarize the unit. (See the Preliminary Recommendations for Unit II, Lesson 10.) As a substitute exercise it is recommended that the review device used in old Lesson II-1 (old study book page 14) and recommended for use in Lesson 10 (see Preliminary Recommendations for Unit II, Lesson 1) be used in this part of Lesson 11 instead. The purpose of the matching exercise is to recall the strategy step names and is closer to what it is expected the stutents should know at the end of the unit.

Part 6. The unit test would be revised to reflect the changes and deletions made to the measured objectives of the unit.

Final Recommendations:

General. The preliminary recommendations will be incorporated into the lesson with the additions below.

Further recommendations: The following changes resulted from a further review of the preliminary recommendations and in light of the final measured objectives established for the unit.

Part 2. The review study book page (old page 27) will be revised to reflect changes in the final objectives as follows.

A. Item 7 will be revised to include review of the criteria used to discriminate between ethical and nonethical action ideas; that is, on the basis of overall positive and negative effects on the actor and the other people involved.

B. Item 8 will be revised to substitute knowing what questions you ask when evaluating a completed action.

Part 3. Worksheet 10 will also be revised to include exercises in which students identify the question one asks in the Judge step and the two questions one asks in the Evaluate step.

External review. No change suggested by any reviewers.

Affirmative action. No change necessary.

General function and final objectives:

New Lesson 7 -- revamped Lesson 11.

General Function: To review unit concepts and prepare students for unit test.

Objectives.

1. To be able to state the value question for a given situation.

2. To be able to recall the characteristics that make an action idea specific.

3. To be able to discriminate specific from nonspecific actions.

4. To be able to list at least two course-presented criteria which are relevant to a given situation in determining if an action idea is possible.

5. To be able to describe the three course-given techniques for looking at things objectively.

6. To be able to state that the question asked in judging whether an action is ethical is: Would the effects on Self and Others be mostly positive?

7. To be able to recall two things you ask when you evaluate a completed action:

   a. Did the action show the value was important?

   b. Did the action have mostly positive effects on everyone involved?

8. To be able to identify use of strategy steps by name and in proper sequence from given examples.

UNIT III, LESSON 1 -- P2

ANALYSIS NARRATIVE AND RECOMMENDATIONS

GENERAL FUNCTION: To present a list of terminal values to sort which will expand students' knowledge of value terms and categories.

OBJECTIVE: To be able to indicate knowledge of the meaning of course-given value terms.

ANALYSIS NARRATIVE

Effectiveness:

Responses to test item 5 in Part I which measured this objective are difficult to interpret. The pretest scores for all terms (with one exception) in all classes ranged from moderate to very high. (In two classes, 5-2, 8-1, pretest scores for "equality" were low). Posttest scores showed changes ranging from definite through small improvement to definite decrement. Looking at the given terms separately, for Religion there was definite improvement in six classes (3-1, 3-2, 5-1, 5-2, 6-1, 7-1); and little or no change in the other four (2-1, 4-1, 8-1, 9-1). Final achievement ranged from very high in 3-1 through high in 2-1, 5-1, 6-1, and 9-1 to moderate in 3-2, 4-1, 5-2, 7-1, and 8-1. (Pretest scores, however, were high for 2-1, 3-1, 3-2, 5-1, and 9-1.) For Happiness, there was definite improvement in four classes (2-1, 3-1, 3-2, 8-1); little or no change in three classes (4-1, 5-2, 9-1); and a definite decrement in three classes (5-1, 6-1, 7-1). Final achievement ranged from very high in 2-1 through high in 3-1, 3-2, 7-1, 9-1 to moderate in 4-1, 5-1, 5-2, 6-1, 8-1. (Pretest scores were in high range for 6-1 and 7-1.)

For Equality there was definite improvement in all classes except 6-1 and 9-1; both of these classes scored in the high range on the pretest and for both there was a definite loss. Their final achievement was in the moderate range as was the final achievement in 5-1, 5-2, 7-1 and 8-1. Final achievement was very high in 2-1, 3-2, and 4-1 and high in 3-1.

For An Exciting Life, there was definite improvement in six classes (2-1, 3-1, 3-2, 4-1, 5-1, 5-2) and little to no change in four classes (6-1, 7-1, 8-1, 9-1). Three of the latter (6-1, 8-1, 9-1) scored in the high range on the pretest. Final achievement was very high in 2-1, 3-1, 4-1, and 6-1. In 3-1, 5-1, 5-2, 8-1 and 9-1 it was high and in 7-1 it was moderate.

For Freedom there was definite improvement in all classes except 5-2, 6-1, and 7-1 where there was little or no change. In six classes (2-1, 3-2, 4-1, 6-1, 7-1, 9-1) the pretest scores were in the high range. Final achievement was high in seven classes (2-1, 3-1, 3-2, 4-1, 6-1, 8-1, 9-1) and moderate in the rest (5-1, 5-2, 7-1).

Three teachers (2-1, 6-1, 9-1) said this was an especially fine lesson. The directions were clear, it was concise and easy to teach, and the students enjoyed it and responded well.

Presentation:

Time. Time used for this lesson ranged from 30 minutes (9-1) to 49-50 minutes (5-1, 6-1). Four classes (2-1, 3-1, 5-2, 7-1) required from 38 to 40 minutes. One class (3-2) took 34 minutes and another class (4-1) used 31 minutes. Class 8-1 was interrupted so many times that the teacher did not try to record the time. (Note: above times do not include time for pretest.)

Mode. Two teachers (4-1, 6-1) used the teacher mode because of problems with the recorder or missing tapes. One teacher (9-1) read the script verbatim.

Student behavior. Three teachers (2-1, 6-1, 9-1) reported that the student response was excellent. The observer noted that in 4-1 there was more participation than usual during the discussions. The teacher in 8-1 reported that after each of the many disruptions noted above, her students were able to get back into the lesson with no problem. The observer reported that the students in 5-1 talked throughout most of the lesson except when actually doing worksheet 13 (value survey).

Teacher-recommended changes. None.

Instruction:

Part 1, Get ready. Three teachers (2-1, 6-1, 9-1) labeled this part "good." No other information.

Part 2, Value survey activity (worksheet 13). Three teachers (2-1, 6-1, 9-1) labeled this part "good." In two classes (2-1, 4-1) the observer reported that the teacher also did the ranking. One teacher (8-1) told the RBS staff person doing the end of course testing that she wrote the list on the board and ranked them herself. In one class (2-1) the teacher and students first shared the number of values they had placed in each of the three categories and then they shared their rankings and enjoyed doing so. In another class (4-1) the teacher and five students shared their top three values. In three classes (3-1, 3-2, 4-1) teachers reported that their students had no problem understanding the directions or the value terms. No teacher reported that his or her students asked questions about what the terms meant. But in one class (2-1) the teacher did have to reexplain the directions. In one observed class (2-1) this part took 26 minutes; in the other (4-1) it took 11 minutes.

Student responses showed that in all classes most of the students completed worksheet 13 by circling one of the categories for each value. In four classes (3-1, 3-2, 6-1, 8-1) half or more of the students ranked no values as "not very important." In four other classes (2-1, 4-1, 5-2, 9-1) a quarter to a third of the students did so.

In three classes (2-1, 3-1, 3-2) almost all students fitted in their personal values in the boxes beside the value terms on the survey. About a third of the students did so in 4-1 and 6-1. In three classes (5-2, 5-2, 7-1) none

of the students did so. In three classes (6-1, 8-1, 9-1) a number of students (about two thirds of the class in 9-1) wrote personal explanations of what some of the terms meant to them in this space instead of inserting personal value terms.

The values most often listed among the student's top three were family, friendship, self-respect, freedom, happiness, an exciting life, and acceptance (n that order). Religion was listed by at least two students in all but two classes (5-1, 7-1). It should be noted that even though the PERSC review stated that the term "Religion" is abstract and misleading, all students listing the term were able to give specific examples of what it meant to them. In five classes (2-1, 3-1, 4-1, 6-1, 9-1) each of the eleven terms on the survey were listed among at least one student's top three values. In three classes (4-1, 5-1, 8-1) students included values not on the survey list. These included such things as education, pets, responsibility, helping others, and "my life" or "my future."

Part 3, Matching general value terms with specific examples. Three teachers (2-1, 6-1, 9-1) labeled this part "good." The observer reported in 4-1 that the answers volunteered by the students resembled those in the Manual. In 5-1 the observer reported that most of the students seemed to be talking among themselves instead of doing the exercise. Student responses, however, from this class indicated that two-thirds of the class completed the exercise. In 5-2, however, only 7 students completed the exercise and another 12 did part of it. No papers were returned from 7-1 for this exercise. In all other classes, however, most of the students completed the exercise and their answers generally corresponded to those suggested in the Manual. Note that the suggested answer for item 7 should be E or B instead of A which is given in the current version of the Manual -- most students answered B.

Part 4, Giving specific examples for personal values. Two teachers (2-1 9-1) labeled this part "good." In four classes (3-1, 3-2, 5-1, 8-1) the teachers reported that students had no trouble thinking of specific examples. The observer reported that only a third of the class in 4-1 appeared to have done this exercise because the time ran short; student responses, however, showed that about two thirds of the class did complete it. In two classes (5-1 and 2) about half the students gave specific examples. In all other classes almost all students gave specific examples although a few students simply copied the definitions given on the worksheet.

Part 5, Close the lesson. In two classes (4-1, 5-2) this was omitted because of lack of time. Three teachers (2-1, 6-1, 9-1) labeled this part "good."

RECOMMENDATIONS

Preliminary recommendations:

Part 1, Get ready. No change suggested except to relate activity in this lesson more closely to strategy Step 1.

Part 2, Value Survey activity (Worksheet 13). The value terms listed on Worksheet 13 seem to be meaningful to most of the students so no changes in the list are suggested. Because students in three classes listed values other than those on the list among their top three, it might be well to emphasize more in the instructions to the teacher for this activity that students are free to -- in fact, should -- add personal value terms to the list, especially when they are not able to fit them into one of the general value term categories.

It should be noted that in this lesson the students are asked to read over the definitions of the value terms given on the worksheet and ask questions if they do not understand any of the definitions. However, they are not asked to learn the definitions. In response to the test question covering the lesson objective which asks students to write what each of five value terms "mean," a number of students showed a decreased score post instruction. One hypothesis is that these students read the posttest item to mean recall the course-given definitions whereas in the pretest they gave personal definitions. The question should be clarified or, if the students are expected to reproduce the definitions, they should be given time to study them. (See recommendations for Part 4, below.)

Part 3, Matching general value terms with specific examples. No change suggested except for correction of the suggested answer for item 7.

Part 4, Giving specific examples for personal values. Examination of student responses indicate that students generally are able to give specific examples of value terms that are meaningful to them. The test item, however, requires them to give examples of terms that may or may not be personally meaningful. It is recommended that in the test the students be asked to generate value terms and give specific examples or to select from a given list terms for which they would give examples, or that they actually be given an opportunity to learn the course-given meanings of the terms presented in the survey.

Part 5, Close lesson. No change suggested.

Final recommendations:

General. The preliminary recommendations will be incorporated into the lesson with the additions noted below.

Further recommendations: The following change resulted from a further review of the preliminary recommendations and in light of the revised lesson objectives.

In part 4, there will be no need to give the students an opportunity to learn the course-given meanings of the value terms presented in the general value term survey because it is no longer a lesson objective. (See below)

External review. No changes suggested by outside reviewers are to be enacted.

Affirmative action. No change necessary.

Final objectives and general functions:

General Function. To present a list of terminal values which will expand students' knowledge of value terms and categories and to use the terms in addition to personal terms in forming a value ranking.

Objective.

> To be able to record a value ranking aided by a list of terminal values.

UNIT III, LESSON 2 -- P2

ANALYSIS NARRATIVE AND RECOMMENDATIONS

GENERAL FUNCTION: To provide instruction and practice in using the first strategy step, Identify the Value Problem in a situation in the student's own life.

OBJECTIVES:

1. To be able to state a value problem for a situation chosen by the student.

2. To be able to list the three things which are done in the first strategy step, Identify the Value Problem: Describe the situation; ask which value is involved; and state the problem.

ANALYSIS NARRATIVE

Effectiveness

For objective one, responses to test item II, 3 showed definite improvement in all classes except three (3-2, 7-1, 9-1) in which there was little or no change. Final achievement ranged from high in three classes (2-1, 3-1, 3-2) through moderate in two classes (6-1, 9-1) and low in one class (5-1) to very low in four classes (4-1, 5-2, 7-1, 8-1).

For objective two, responses to test Item I, 1 varied by substep. For substep 1 there was definite improvement in all but two classes; for 5-1 and 5-2 there was virtually no change. Final achievement for this substep ranged from very high in two classes (2-1, 7-1) to high in three classes (3-1, 3-2, 9-1) to moderate in two classes (4-1, 6-1) to low in 5-2 and very low in 5-1.

For substep 2, there was definite improvement in all classes except 5-2 in which there was slight improvement. Final achievement ranged from very high in 2-1, 3-1 and 9-1 to high in 3-2, 7-1, and 8-1 to moderate in 4-1, 5-1, 5-2, and 6-1.

For substep 3, there was definite improvement in all classes except 3-2 and 7-1 in which there was substantially no change. Final achievement varied from high in 2-1, 3-2, and 3-1 though moderate in 6-1 and 9-1 to low in 5-1 and very low in 4-1, 5-2, 7-1 and 8-1.

In five classes (2-1, 3-1, 3-2, 6-1, 8-1) teachers reported that the lesson went smoothly and the students responded well. In four classes (4-1, 5-1, 5-2, 7-1) the teachers said that there were problems: there were too many concepts presented, the directions weren't clear, and the students were confused.

Presentation:

Time. The time used for this lesson ranged from 32 minutes (3-2) to 46 minutes (8-1). In four classes (2-1, 3-1, 6-1, 9-1) 35 minutes was required. In two classes (4-1, 7-1) the lesson took 40 minutes. In two other classes (5-1, 5-2) the total time used was not recorded but the teacher said the lesson could not be done in 30 minutes because too many concepts were presented.

Mode. No teacher used the Teacher Mode although the teacher in 9-1 read the script verbatim and listed this as "Teacher Mode."

Student behavior. Both teacher and observer in 9-1 reported that the students were ill-behaved and disinterested in the lesson. The observer added that almost all students talked among themselves throughout the lesson.

In 5-1 and 5-2 the observer reported that the students worked on task throughout. The teachers in 2-1 and 6-1 commented that their students responded very well to the lesson.

Teacher-recommended changes. One teacher (8-1) suggested that there should be more emphasis in the lesson on the Step 1 substeps.

Instruction:

Part 1, Get ready. Two teachers (2-1, 6-1) labeled this part "good." No further information.

Part 2, Explain strategy Step 1. Two teachers (2-1, 6-1) labeled this part "good." No further information.

Part 3, Practice describing the situation (Worksheet 14). Two teachers (2-1, 6-1) labeled this part "good." One teacher asked the students when they rewrite their statements to be sure to include "who, what, when and how." Another teacher (8-1) asked her students to do this also, but also included "where." The teacher in 7-1 used the first statement on worksheet 14 (pertaining to school roles which the student perceives as unfair) to illustrate how to describe the situation personally.

Student responses showed that almost all students in all classes checked off statements on worksheet 14. Looking at worksheets from all classes, items 1, 5, 8 and 2 were most often checked. Items 6, 12, and 14 were least often checked. In five classes (3-2, 4-1, 5-1, 5-2, 6-1) half or less of the students circled items, but of total items circled, item 1 (re school rules) was most frequently chosen.

Almost all students in all classes rewrote one of the statements to describe a personal problem situation in the space alloted on worksheet 15. (In a number of cases where the rest of the worksheet was left blank, this part was filled in.)

Part 4, Practice asked which value is involved. Two teachers (2-1, 6-1) labeled this part "good." In three classes (3-1, 5-2, 9-1) one or two students answered both questions "no" and the teachers directed them to select another situation. In one class (3-2) four students had questions about what they were to do and the teacher worked with them individually. In three classes (3-1, 3-2, 8-1) the teacher told the students he/she would not look at their worksheets. In five other classes (2-1, 4-1, 5-1, 5-2, 6-1) it was reported that the teacher did check the worksheets. The teacher in 4-1 reported he was confused as to whether he should check them or not. Student responses showed that almost all students in all classes answered the questions and named the value involved. In four classes (3-1, 3-2, 4-1, 5-1) one or two students identified a conflict between two of their values, e.g. family vs. freedom, or friendship vs. self-respect.

Part 5, Practice stating the problem. Two teachers (2-1, 6-1) labeled this part "good." One teacher (3-2) reported that he preferred the second form ("in this situation") given in the Manual. Another teacher (4-1) was confused by what was the correct form for a value problem and did not understand the purpose of the statements to be put on the board. He said he felt the examples were "too format-oriented."

Student responses for three classes (2-1, 3-1, 3-2) showed that most of the students stated their value problem in the proper form. In four other classes (4-1, 6-1, 8-1, 9-1) about half the students did so; in these classes most of the other students simply restated the situation, although in 4-1 even those students who used the proper form added an extra sentence or two reexplaining the situation. In three classes (5-1, 5-2, 7-1) a very few or no students used the correct form. A number of students in these classes wrote nothing for this part of the worksheet. In only one class (4-1) was there evidence of teacher correction for problems not stated correctly. In all classes, most of the students were working with a problem that seemed to be nontrivial. The largest number of students working with nonserious problems (6 students) was in 9-1.

Part 6, Close lesson. Two teachers (2-1, 6-1) labeled this part "good." The observer reported that in 3-1 about half the class correctly recalled the three substeps; in 3-2 only 4 students did so. In two classes (5-2, 6-1) the observer reported this part was omitted due to lack of time. In 7-1 the teacher reviewed the three substeps with the class but did not ask the students to recall them. In 8-1 the teacher gave the students more review, then 3 minutes time to study the substeps which she had written on the board. When asked to recall the substeps, 3 students in this class had questions and the teacher worked with them individually.

Student responses showed that in six classes (2-1, 3-1, 3-2, 5-2, 8-1, 9-1) one third to one half of the students listed the three substeps correctly. In three classes (2-1, 3-1, 3-2) there was evidence of change after feedback. In all classes for which papers were returned, the substep most often incorrect was no. 2. The students seemed to be confused by the two questions given for this substep on Worksheet 15; when they tried to give more than a one-word ("Ask") answer, the result was often garbled; e.g., ask the problem; is the situation threatened?

The example given on the tape in this part should be changed to delete mention of the person's name. Students should be told they don't have to add the names of other persons involved.

Item 11 on worksheet 14 (referring to not being prepared for a test or assignment) might be deleted. Although it was checked as a problem by a number of students, it is a situation that is apt to resolve itself long before the students have reached the Act step.

The instructions to the teacher as to how to handle checking worksheet 15 need to be clarified. In the Unit III overview, teachers are warned that because students are working with personal situations, it is important to take steps to protect their privacy. The teachers are told that suggestions as to how to do this and still make sure the students are grasping the material presented will be offered in individual lessons. In Lesson 2, however, these suggestions were not made.

It is recommended that in the Teacher's Notes for this lesson -- possibly as a starred item under Teacher Involvement -- the teacher be asked to decide whether or not he/she plans to check worksheet 15 and to announce this decision to the class at the beginning of the lesson when worksheet 15 is handed out. A note should also be added to this part of the lesson, asking the teacher to remind the students that he/she will or will not be checking the worksheets and reading the situation they are asked to describe. The teacher should also be asked to remind the students at the end of this part that they have now done the first thing needed to carry out Step 1.

Part 4, Practice asking which value is involved. It is suggested that this substep be changed from "Ask which value is involved" to "Name the value involved." Because we are changing the word "problem" to "question" in the step name, substep three will read "State the value question." If the second substep begins with the word "ask," this might cause some students to confuse substeps two and three. It is also recommended that the name of the substep be stated on worksheet 15. The two questions that are there could be left to facilitate the students' finding out which value is involved but it should be formated clearly enough so they can see that the questions are not part of the substep.

RECOMMENDATIONS

Preliminary Recommendations:

Throughout this lesson, in both script and Teacher's Notes the word "problem" (in step name and in terms like "value problem") should be changed to "question."

Part 1, Get ready. This part should be changed to put greater emphasis on the fact that in this unit the students will be working with a real situation in their own lives and therefore will be expected to actually do one of the actions they come up with. The explanation of what the strategy helps one to do (act in a way to show one's value rather than to solve a problem) that was given in Unit II, Lesson 1 should be repeated here.

The students should also be told that this pass through the strategy will be like seeing a film in slow motion. Using the strategy will take much more time than it normally would because they have to practice how to use each step. It might also be mentioned lightly that because of the amount of time needed for practice, the situation they are in may have changed by the time they got to Step 5 -- but not to worry about it because they can role play their action if necessary.

Part 2, Explain strategy step 1. This part will need to be changed to reflect the changes in Step 1 recommended in the Preliminary Recommendations for Unit II, Lesson 1, Part 4. The explanation of the step should follow the explanation developed in Unit II, Lesson 1. It was also recommended in Unit I, Lesson 9 that the study book page introduced in that lesson carry only the names of the steps. Therefore, a new page would be introduced in this lesson which would carry both the step names and the substeps for each. It would also be useful to recommend that the teacher write the name of Step 1 and its substeps on the board so that the substeps can be referred to as the students are doing them.

Part 3, Practice describing the situation (worksheet 14). The line in the script referring to the RBS observer should be deleted. It should be emphasized in the Teacher's Manual that the tape tells the students their teacher will not look at worksheet 14; so these worksheets should not be collected or checked.

The instructions to the students about choosing a situation should be changed. At present, the tape tells the students that they will be sharing their situation with only one other person -- a partner whom they select. No mention is made of the teacher checking their worksheets. In checking student responses, it was noted that in most classes there were one or more students who chose a rather serious family situation. If the families had been aware that details of these situations were being read by the teacher, they might have been disturbed and regarded this as an invasion of privacy. Therefore, the students should be told that other people may see their worksheets, so they should choose a situation that is not so personal that they would mind other people knowing about it.

It was noted in the analysis narrative for this part that in four classes a few students identified a value conflict. There was no indication by any of the teachers that these students experienced difficulty in working through the strategy, but just because no problem was indicated doesn't necessarily mean that none arose. In the script we do tell the students when they identify two values that are involved, to decide which one really presents the problem. That wording would have to be changed, but also there might be a note to the teacher to make sure that the students are working with only one value when they come to state the value question. Those teachers who are not checking worksheets would ask the students to check themselves and to be sure they had only one value stated. Also the teacher would remind the students they had now done the second substep.

Part 5, Practice stating the problem. This substep now becomes "State the value question," but the same form will be used. Doing away with the word "problem" may make the reason for this form clearer to those students who still stated their problem in terms of the situation. It was noted by one teacher (3-1 and 2) in a post-course consultation that some of his students were reluctant to use the form. This may also have been true in other classes such as 4-1 where many of the students stated the problem in its proper form but then went on to reexplain the situation. The consulting teacher said he though that this change in the step name would remove some of this reluctance.

Those teachers who are not checking worksheets would ask the students to check and make sure they had the question stated properly and to change it if they had not used the proper form.

Again, at the end of this part, the teacher should be asked to remind the students that they have now completed the third thing one does to carry out Step 1.

Part 6, Close lesson. No change in content suggested. This activity, recall quiz, should be marked in the Lesson Procedure with the graphic device which means "Be sure to save time for this."

Final Recommendations:

General. The preliminary recommendations will be incorporated into the lesson with the exceptions noted below.

In Part 1 do not mention on tape the fact that students may find by the time they get to the Act step, their situation may have changed. This could be mentioned in a teacher's note with the suggestion that the fact and its suggested solution be presented to the students when and if the need arises.

In Part 4 the two questions concerning the value involved (presently on the worksheet for the P2 lesson) are to be deleted from the revised worksheet, although they will still be mentioned in the script.

Further recommendations. Staff review of the analysis narrative and preliminary recommendations suggested the following additional changes.

A. In addition to having the teacher write the step name and substeps on the board, it is suggested that the teacher use the study book page bearing the strategy steps and substeps (introduced in revised Unit III, Lesson 2) on an overhead projector so that students not only see what they will be doing in this lesson but also see how this step and its substeps fit into the total strategy. This could be repeated for the subsequent steps at the beginning of the related lesson.

B. In part 3 the teacher should be instructed to tell the students, when they are choosing a situation to work with, to select one that does not require immediate action because of the time required to practice the strategy step.

C. The drawings used to illustrate the strategy steps on study book page 12 (as revised) should be added to the appropriate places of the worksheet.

D. The example given in the script in part 4 about how to decide which of two possible values is really the one involved in the situation should be strengthened.

E. In part 5 the explanation given in Unit II, Lesson 1 as to why the proper form for the value question should be used should be repeated.

External review. No changes suggested by outside reviewers.

Affirmative action. No change necessary.

General function and final objectives:

General Function. To provide instruction and practice in using the first strategy step, Identify the Value Question in a situation in the student's own life.

Objectives.

1. To be able to state a value question arising from a situation chosen by the student. (Tested)

2. To be able to recall the three things which are done in strategy step 1, Identify the Value Question.

   a. Describe the situation
   b. Name the value involved
   c. State the question

   (Tested)

UNIT III, LESSON 3

ANALYSIS NARRATIVE AND RECOMMENDATIONS

GENERAL FUNCTION: To provide instruction and practice in the first part, brainstorming, of the second strategy step, Think up Action Ideas.

OBJECTIVE: To be able to list at least three different action ideas for a value problem chosen by the student.

ANALYSIS NARRATIVE

Effectiveness:

Responses to test item II, 4 which measured this objective, showed that there was definite improvement in seven classes (2-1, 3-1, 3-2, 4-1, 5-1, 6-1, 9-1) and little or no change in the other three (5-2, 7-1, 8-1). Final achievement was very high in one class (2-1), and high in one other class (3-2). It was moderate in four classes (3-2, 4-1, 6-1, 9-1), low in two classes (5-1, 8-1) and very low in the two remaining classes (5-2, 7-1).

Two teachers (2-1, 8-1) commented that the lesson went well and the students took it seriously. Another teacher (6-1) said that her students found the lesson interesting. The teacher in 4-1 said that most of this students seemed to understand the lesson. The teacher in 5-2 said his students didn't get the concept of brainstorming and couldn't understand parts 3 through 6.

Presentation:

Time: Time used for this lesson ranged from 30 minutes (3-2) to 57 minutes (8-1). Five classes (3-1, 4-1, 5-1, 5-2, 9-1) required 32 to 35 minutes. Three classes (2-1, 6-1, 7-1) took 40 to 45 minutes. In two classes (2-1, 6-1) in the latter group, the teachers used more than one of the warm-up situations. Three teachers (5-2, 6-1, 8-1) commented that this lesson takes more than 30 minutes to present.

Mode. All teachers used the tape mode.

Student behavior. The observer reported that in one class (9-1) at least half the class was very noisy throughout. Several students were particularly rude and inattentive. One teacher (6-1) said that even though this lesson was done in the park (where she had taken the class for a picnic), the students worked well.

Teacher-recommended changes. One teacher (7-1) suggested that the lesson be shortened, thus allowing time for all students to take part. This teacher, however, did Parts 4 and 5 with the class as a whole because the students couldn't work with partners. Another teacher (8-1) thought that more time should be allowed for Parts 4 and 5. As noted above, she required 57 minutes for this lesson.

Instruction:

Part 1, Get ready. Two teachers (6-1, 9-1) labeled this part "good." No further information.

Part 2, Explain strategy Step 2. Two teachers (4-1, 6-1) labeled this part "good." In one class (5-2) the teacher said his students needed a more descriptive definition of "brainstorming."

Part 3, Warm-up activity. In five classes (2-1, 4-1, 6-1, 7-1, 8-1) the teachers reported that the activity went very well and the students enjoyed it. One teacher (4-1) said he thought his class might get silly, but they didn't. The observer reported that in one class (9-1) the activity went very well with students volunteering who didn't usually participate. The teacher in 5-2, however, reported that his students did not respond at all -- he said that they had no imaginations. Five teachers used Example 3. One teacher used Example 1, and two teachers used Example 2. The teacher in 6-1 used all three examples. The teacher in 2-1 used Examples 1 and 3.

Student responses showed that in one class (2-1) all students listed 3 or more ideas for Example 3 and most listed at least 2 for Example 1 (done after Example 3). In two classes (3-1, 3-2) about half the class listed 2 or 3 ideas and in another class (4-1) about three fourths of the students did so. In 8-1, papers were returned for only 17 students; 12 of the 17 listed 3 or more ideas. In 6-1, about half the class gave 1 to 3 ideas for each of the three examples; eight other students gave 3 ideas for at least one of the examples. In the remaining classes (5-1, 5-2, 7-1, 9-1) only a few students listed any ideas.

Part 4, Brainstorming with a partner -- case study (study book page 29). Two teachers (6-1, 8-1) labeled this part "good." These same two teachers, however, said that more time was needed for this part than was allowed. In two classes (5-1, 8-1) the teachers reported that this part went very well and the teacher in 8-1 said her students liked working with a partner. In 7-1, however, the students couldn't brainstorm with a partner so the teacher did this activity with the class as a whole. In one class (5-2) the teacher labeled this part as "too difficult" for his students because they didn't understand what they were supposed to do. The teacher in 8-1 reported that her students commented unfavorably on the modeling in this part -- squealing on one's peers for any reason is frowned upon. In another class (9-1) the teacher said the case situations were "too easy" for his class and therefore the activity caused management problems.

Students responses showed that in five classes (2-1, 3-1, 3-2, 5-2, 6-1) about half of the students listed from two to ten ideas for one of the cases. The rest of the students in these classes listed none. In one class (4-1) two-thirds of the class listed from two to ten ideas. In 8-1 papers were returned for only 17 students; half of that number listed from two to five ideas. In 7-1 and 5-1 only a few students listed any ideas.

One teacher (8-1) reported a problem not directly related to the content of this part. In her class one girl was not chosen as a partner by anyone; she is unpopular with the class and this made her feel more left out than usual. The teacher did not mention whether this problem had arisen in earlier lessons where students are asked to work with a partner, but she did recommend that teachers be given some suggestions as to how to handle such a problem.

Part 5, Brainstorming with a partner -- personal value problem. Two teachers (6-1, 8-1) labeled this part "good," although again they both pointed out the need for more than the alloted time if the students were to have anything more than a superficial understanding of what they were doing. In 8-1, 18 minutes was used for this part alone. The observer noted in 8-1 that the students enjoyed working with a partner and the teacher in this class said that her students seemed to come up with good ideas for their own problems. Again, the teacher in 5-2 labeled this part as "too difficult" for his class. In 7-1 this part was also done as a class instead of with partners, although the teacher did not explain just how this was accomplished.

Student responses showed that in four classes (2-1, 3-1, 3-2, 4-1) three-fourths or more of the students listed at least five action ideas for their own value problems. In two classes (6-1, 9-1) only a few students listed five or more; about two thirds of each class, however, did list more than one. In two other classes (5-1, 8-1) about half the students listed from two to five ideas; the rest listed none on papers that were returned. In 7-1 no ideas were listed pertaining to the value problem by any student. In 5-2, four students listed one to five ideas that had no apparent relationship to their value problems; the rest of the class listed none on papers that were returned. One teacher (6-1) asked her students to brainstorm additional ideas as a homework assignment.

Part 6, Close lesson. One teacher (6-1) labeled this part "good" and one other teacher (5-2) labeled it "too difficult." No further information.

RECOMMENDATIONS

Preliminary Recommendations:

Time. Time is a problem in this lesson for those classes in which the students are slow at coming up with ideas. Also, the addition of another part (see Part 2 below) will take a little more time. It is recommended that teachers be alert to the fact that this lesson may take two sessions, depending on how quickly their students are able to catch on to brainstorming. A breakpoint would be suggested, probably after Part 4, brainstorming with a partner. It would also be suggested to the teacher that he/she ask the students to brainstorm some ideas for their own value question as homework prior to the second session.

Part 1, Get ready. This part should be changed to again remind students that they will be expected later in the unit to actually do one of the action ideas they think up. The word "problem" must be changed to "question."

Part 2, Explain strategy Step 2. This part seemed to go rather well in all classes except 5-2. Test responses, however, indicated low or very low achievement in three classes (5-1, 7-1, 8-1) in addition to 5-2. It is hard to determine whether this low achievement is because the students don't understand how to brainstorm ideas or whether there are other factors involved. It might help, however, if the brainstorming process could be depicted graphically in some way. Possibly a cartoon strip on a study book page showing how the process works with a group of kids helping someone brainstorm ideas. This would be in addition to the explanation of the process on present study book page 29 and would be an optional thing for teachers to use if they felt their class needed it.

This seems to be the optimal place to introduce the "kinds of action" explanation currently in Unit IV, Lesson 2, Part 2. This part seemed to present no problem in any of the P2 classes, although one teacher (4-1) suggested that perhaps students should do an activity in addition to the explanation because he didn't think they understood about the different kinds of action. However, the different kinds of action could be pointed out by the teacher during the brainstorming activities which follow. There could also be more emphasis here on the idea that your situation calls on you to do something and the purpose of the strategy is to help you think of a lot of things you might do so you don't have to do the first thing that occurs to you.

Part 3, Warm-up activity. The directions for this activity might be teacher-led instead of being on the tape. In this way, the teacher could stop and explain further if the students don't seem to understand what to do. One or two suggested ideas for each example might be included in the Manual which the teacher could present if necessary to stimulate the students' thinking.

Part 4, Brainstorming with a partner -- case study(study book page 29). It is recommended that the modeling on the tape and the two cases be changed to reflect more closely the situations the students might actually be working with. This might help to "prime the pump" for the next part when they work on their own ideas. One might deal with school rules, another with parents who expect a child to be different than he really is. Examples could be found by looking at the student responses. In the modeling we might be able to get in another plug for the idea that using the strategy doesn't mean you solve a problem. Suggested ideas for the teacher to present if needed should be added to the Manual.

In regard to the problem experienced by two teachers in having students work with partners (mentioned above), this should be dealt with earlier in the materials. Possibly it is a topic that might be mentioned in the Introduction to the Manual, but if not, it should be handled in Unit I, Lesson 9 -- the first time working with a partner is used in the course. In this lesson the suggestions for handling partner work could be repeated, but it should be recommended that this exercise be done with partners if at all possible because it prepares the students for the next part of the lesson which cannot be practically done as a class.

Part 5, Brainstorming with a partner -- personal value problem. The tape introduction to this part needs to explain again what action ideas are -- things you might do in order to answer your value question. The students should be told to try and think mostly of ideas they can do in the present -- as opposed to the future (one of the kinds of action presented earlier).

It is to be hoped that revising the content of the cases in Part 4 may make it easier for students to come up with ideas for their own value questions. If some students indicate they are having trouble coming up with five ideas, the teacher might be given some general ideas to suggest, such as "Have you thought of talking to someone about the situation?" "Have you thought of doing something that might help the other person?" (Examples can be picked up from P2 student responses.) These suggestions would be added to the Manual but the teacher would be instructed to tell the students they would have to make these general ideas fit their own situation -- tell what they might do, whom they might talk to, etc. Also the students should keep in mind that they may be acting on one of these ideas in the Act step. Reinforce really using the strategy.

Part 6, Close lesson. Teachers who are not checking the worksheets should ask the students if they have five ideas. If at the end of the session, some students still do not have five, the teacher might suggest that the student ask a friend or someone at home to help him/her think of some more so that for the next session they will be sure to have all five ideas to work with. Point out that part of the purpose of the strategy is to figure out how best to answer value questions so they want a number of alternatives.

Final recommendations:

General: The preliminary recommendations will be incorporated into the lesson with the additions noted below.

Further recommendations: Staff review of the analysis narrative and preliminary recommendations suggested the following additional changes.

A. The teacher should be given specific directions for breaking the lesson if necessary.

B. The cartoon strip to be added as a new study book page for use in part 2 should mesh with the modeling given in the script. Then the teacher could point out or ask a student to point out what is being done in each frame as further explanation of the brainstorming process.

C. The students should be reminded in part 5 that they will later actually be doing one of their action ideas. They should be told that in order to find the best possible answer to their value question, they will need as many options as possible -- that's why they need to get a lot of ideas.

External review. No changes suggested by outside reviewers.

Affirmative action. A new study book page using art is being added here. The sex/race ratios should be checked so that the desired balances are maintained.

General function and final objectives:

General Function. To provide instruction and practice in the first part, brainstorming, of the second strategy step, Think up Action Ideas.

Objective.

To be able to list at least three different action ideas for a value (Tested)

UNIT III, LESSON 4 -- P2

ANALYSIS NARRATIVE AND RECOMMENDATIONS

GENERAL FUNCTION: To provide instruction and practice in the second and third parts, checking for specificity and possibility, of strategy Step 2, Think up Action Ideas.

OBJECTIVES:

1. To be able to restate a general action idea so that it is specific.

2. To be able to recall the three things you do when using Step 2, Think up Action Ideas:

    a. Brainstorm
    b. Make sure actions are specific
    c. Check if actions are possible

ANALYSIS NARRATIVE

Effectiveness:

Test data showed that in response to Item II, 5 which measured objective 1, there was definite improvement in all but one class (7-1) for which there was no change. Final achievement in ability to add details telling "what" ranged from very high in four classes (2-1, 3-2, 4-1, 9-1) to high in two classes (3-1, 6-1) to moderate in three classes (5-1, 5-2, 8-1). It was very low in 7-1. Final achievement in adding details telling "where" or "when" was high in two classes (2-1, 3-2), moderate in three classes (3-1, 6-1, 9-1) and low in three classes (4-1, 5-1, 8-1). In two classes (5-2, 7-1) it was very low.

Responses to test item I, 1, b which measured objective 2 showed definite improvement in all classes for recall of all three substeps. Final achievement for recall of substep 1 was high to very high in all classes except 5-1 and 5-2 for which it was moderate. Final achievement for substep 2 was very high to high in three classes (2-1, 3-1, 3-2), moderate in five classes (5-1, 5-2, 7-1, 8-1, 9-1), low in 6-1 and very low in 4-1. For substep 3, final achievement was very high to high in three classes (2-1, 3-2, 3-1), moderate in three classes (7-1, 8-1, 9-1), and low in the rest (4-1, 5-1, 5-2, 6-1).

Two teachers (5-2, 7-1) reported that the students in their classes could not apply the specificity and possibility concepts. In five other classes (2-1, 3-1, 3-2, 6-1, 9-1) the teachers reported their students had no problems with the lesson and things went smoothly. One teacher (6-1) said her students found the lesson interesting.

Presentation:

Time. Generally the time needed for this lesson ran over 30 minutes. Four classes (3-1, 3-2, 7-1, 9-1) used about 35 minutes. Two classes (2-1, 4-1) required 40 minutes and two others (5-1, 6-1) took 50 minutes. Two other classes (5-2, 8-1) needed 60 minutes although in 8-1 this time included a teacher-led review of specificity and possibility conducted before starting the lesson.

Mode. One teacher (9-1) used the Teacher Mode (in this lesson he did not read the script verbatim). All others used Tape and Teacher.

Student behavior. One teacher (9-1) reported that the attitude of his class was better than it had been in previous lessons. No comments from other classes.

Teacher-recommended changes. None.

Instruction:

Part 1, Get ready. Two teachers (6-1, 9-1) labeled this part "good." In one class (8-1) the teacher reviewed "specific" and "possible" using remedial activities from the Teacher's Manual before starting the lesson.

Part 2, Review specific (study book page 30). Two teachers (6-1, 9-1) labeled this part "good." One teacher (8-1) reported that she added additional review during this part. The observer's report indicated that in 4-1 most of the students who volunteered gave correct answers but there was no indication that corrective feedback was given for wrong answers. In 5-1 and 5-2, however, which were also observed, corrective feedback was supplied for wrong answers.

Student responses showed that in two classes (3-1, 3-2) about three-fourths of the students were able to rewrite all three sentences to make them specific. In these classes there was some evidence of change after feedback. In all other classes only a few students were able to make all three sentences specific. Generally students had the most trouble with Item 3: they added details that told "when" and often "where" but missed the fact that "what" was not described. A number of students also did not rewrite Item 1 at all, but further examination indicates that this is not a good item. "Go out Friday night" tells "when" and also "what" after a fashion. In order to rewrite it to be more specific, one ends up adding "where" and the students were told that you don't have to tell both "when" and "where" -- one or the other will do. In three classes (2-1, 4-1, 6-1) there was no evidence of change after feedback. There was evidence of remedials being used in only one class (8-1).

Part 3, Review possible. Two teachers (6-1, 9-1) labeled this part "good." One teacher (8-1) again added additional review. The observer said that in one class (4-1) some students objected to the narrator asking them to call out the name of the next thing to be done.

Part 4, Step 2 check quiz. Two teachers (6-1, 9-1) labeled this part "good." One teacher (4-1) suggested that this part was out of sequence; he thought it should come after the students had applied the two concepts to their own ideas. The observer reported that in one class (5-2) when the teacher called on the students to give their answers, the three who volunteered answered correctly.

Student responses showed that in three classes (2-1, 4-1, 8-1) about three fourths of the class listed the three substeps correctly. In these classes there was no evidence of change after feedback. In three other classes (3-1, 3-2, 9-1) about half the class answered correctly and in the remaining three classes (5-1, 5-2, 6-1) about one fourth of the students did so. (Papers for this exercise not returned for 7-1). In the latter six classes there was evidence of change after feedback. In almost all classes many of the students who did not respond correctly listed instead the checkpoints for possibility and/or specificity or else had a confused combination of substeps and checkpoints.

Part 5, Application of "specific." Two teachers (6-1, 9-1) labeled this part "good." One teacher (7-1) said that his students can generally distinguish between specific and possible actions and those that are not, but they have trouble applying the concepts to their own ideas. Another teacher said that in one of his classes (5-2) the students cannot apply specific and possible because they don't understand any of the vocabulary and they did not understand the concepts when they were presented in Unit II.

Student responses showed that in four classes (2-1, 3-1, 3-2, 4-1) about two thirds of the class added missing details to make their own ideas specific. Papers were not returned for 7-1, but in the remaining classes (9-1, 5-1, 6-1, 8-1) from one quarter to one half of the students made their own ideas specific. It was difficult to tell what went on during this part in 5-2: 3 students attempted to make their own ideas specific. Five other students wrote three action statements that were specific but not related to each other or to the students' stated value problems. Three other students wrote out the definitions for their top three values and added details to make these statements specific. Papers were not returned for the rest of the class. In most classes, less than half of the students used the underlining and circling methods.

Part 6, Application of "possible." Two teachers (6-1, 9-1) labeled this part "good." The students in 5-2 were unable to do this part because as noted above under Part 5, they didn't understand the concept or the vocabulary involved. In one class (6-1) students who had trouble with this part and Part 5 were given a homework assignment: to practice using specific and possible with action ideas the teacher had originated.

Examination of Step 2 on Worksheet 15 showed that the number of students who had three specific and possible ideas varied from two-thirds of the class (2-1, 3-1) to about one fourth (6-1, 8-1). In two other classes (3-2, 4-1)

about three-fourths of the class had at least two specific possible ideas listed. In 9-1 about half the class had at least two ideas. This part was not filled out on the worksheets returned for 7-1. In 5-1, five students listed two or three ideas. Six other students listed three specific and possible ideas that did not appear to be related to each other or to the value problem as stated. (This also occurred on the papers of one or two students in most other classes.) In 5-2 the students wrote a variety of things in this space on the worksheet: the three substeps for Step 1; three value terms and/or definitions; three possibility checkpoints. Only one student in this class listed any specific and possible ideas related to the stated value problem. Of those students in all classes who did list ideas that were not specific, more of them omitted "when" or "where" than omitted "what." In three classes (3-1, 3-2, 4-1) four to six students wrote nothing on this part of the worksheet. In 8-1 about one third of the class did not complete this part on worksheet 15 and in 5-1 about half the class wrote nothing in this space on the worksheet. There was no evidence on any of the worksheets of teacher correction.

RECOMMENDATIONS:

Preliminary recommendations:

Time. It is difficult to pinpoint exactly what caused this lesson to run more than 30 minutes. In the three classes that were observed (4-1, 5-1, 5-2) Part 2 took about ten minutes. Part 5 in two classes (4-1, 5-2) took eight to nine minutes and Part 6 in the one observed class that completed it (4-1) took 14 minutes but this apparently included an outside disruption -- another teacher coming into the room and making announcements.

It would not seem advisable to cut any of the activities, so it is suggested that teachers simply be alerted to the fact that this lesson may run a little long, depending on how much time their students take to make their own ideas specific and possible. If students don't have time to copy their specific and possible ideas onto worksheet 15, this could be made a homework assignment.

Part 1, Get ready. The teacher should be directed to write the name of Step 2 and its three substeps on the board prior to beginning the lesson or use the overhead projector. The tape or teacher would then refer to these while reviewing where the students are in the use of the strategy and what they will do in this lesson. This might help to prevent any confusion students might have between the substeps and the checkpoints for possibility and/or specificity they were asked to use. This would be erased or the projector shut off prior to doing the quiz in Part 4.

Part 2, Review specific. Item 1 in the practice exercise on study book page 30 should be changed so that it does not require both "where" and "when" details to be added to make it specific. More emphasis should also be put in the Teacher's Notes on use of remedials for students who have trouble with this exercise, especially with Item 3 ("Do something I would be proud of.")

When students do not tell "what" in their rewrite of this item, the teacher might call on them to act out what they would be doing. The remedials could also be used as a homework assignment.

Part 3, Review possible. It is suggested that that part of the tape where the narrator asks students to call out what is done next to Step 2 be dropped. No other changes seem indicated.

Part 4, Step 2 check quiz. Although one teacher (4-1) suggested that this quiz might better be placed at the end of the lesson after students have applied the substeps to their own ideas, this change is not recommended even though this is the placement which has been used for recall of the substeps of all other steps. This lesson will probably run long in many classes; therefore it seems advisable to leave the quiz where it is. Otherwise, in many cases it may be omitted because of lack of time. It might be well to have the teacher give the feedback instead of the tape. The teacher could then check with the students who did not recall the substeps correctly, find out where the confusion lies, and clear it up.

Part 5, Application of "specific." Examination of student responses showed little or no correlation between the number of students in a class who had written their ideas to make them specific and how well that class did on the item in the post test which calls on them to do this. Nevertheless, it would seem advisable to further emphasize both in the Teacher's Notes and in the script why it is necessary to make one's ideas specific. The teacher should be given more specific directions as to how to check whether the students have done this substep correctly. Teachers who are checking their students' papers may want to collect the worksheets and indicate which element is missing. Teachers who are not checking the worksheets will have to ask the students to indicate in some way if their ideas tell what they will do, when they will do it, or where they will do it.

Part 6, Application of "possible." None of the students who took the use of the strategy seriously listed ideas that would not be possible for them to carry out; therefore, no change would seem to be indicated, except to suggest to the teacher that if students don't have time to copy their ideas in the proper place, this be made a homework assignment. Teachers who have decided not to look at their students' worksheets, could ask the students to check themselves to make sure they have three specific and possible ideas copied in the proper place on the worksheet. Or, as an option, the teacher could have the students exchange worksheets with the person who had helped them brainstorm and check each other's papers.

Final recommendations:

General. The preliminary recommendations will be incorporated into the lesson with the addition noted below.

Further recommendations. Staff review of the analysis narrative and preliminary recommendations suggested the following additional change

More emphasis is needed in Part 2 on "rewriting" nonspecific ideas. In the sample item on study book pate 30, the rewritten statement should be done in handwriting rather than in typesecript to reinforce this.

External review. No changes suggested by outside reviewers.

Affirmative action. No changes suggested.

General functions and final objectives:

General Function. To provide instruction and practice in the second and third parts, checking for specificity and possibility, of strategy step 2, Think up Action Ideas.

Objectives.

1. To be able to restate a general action idea so that it is specific. (Tested)

2. To be able to recall the three things which are done in strategy step 2, Think up Action Ideas: (Tested)

   a. Brainstorm
   b. Make sure actions are specific
   c. Check if actions are possible (Tested)

UNIT III, LESSON 5 -- P2

ANALYSIS NARRATIVE AND RECOMMENDATIONS

GENERAL FUNCTION: To review examining potential consequences of actions to self and to introduce "examining past experiences" and "direct questioning" as techniques to employ in gathering information about the point of view of others.

OBJECTIVES:

1. To indicate consideration of possible effects of a student-generated action idea in four areas (values, feelings, health and safety, and possessions) on the person acting.

2. To be able to recall the names of the three course-given ways for gathering information about the point of view/feelings of others: role taking, examining past experience, and asking directly.

ANALYSIS NARRATIVE

Effectiveness:

Objective 1 was measured by unit test item II-6. Responses to the item indicated that eight classes (2-1, 3-1, 3-2, 4-1, 5-1, 6-1, 8-1, 9-1) showed definite improvement with final achievement very high for 2-1 and 3-2; high for 3-1; moderate for 4-1, 5-1, and 6-1; and low to moderate for 8-1 and 9-1. One class 5-2 showed slight improvement in the "values" and "feelings" area; definite improvement in "health and safety" but no improvement for "possessions." Final achievement for the class was very low. The remaining class (7-1) showed no improvement with a very low level of final achievement. Also, a review of the student materials indicates that in most classes, most students applied the four areas to their own action ideas. See Part 2 below.

Objective 2 was measured by unit test item I-2. Responses to the item indicated that 8 of the 10 classes showed definite improvement with final achievement very high for three (2-1, 3-2, 9-1); high for one (5-1); moderate to high for two (3-1, 4-1) and moderate for two (6-1, 8-1). Class 5-2 showed a definite improvement in the "past experience" and "ask directly" ways, with low and moderate final achievement respectively for each. This class also showed slight improvement for "role play" with low final achievement. Class 7-1 showed no improvement with very low final achievement. One teacher (6-1) felt the students understood what was meant by effects. Another (4-1) reported that it didn't seem clear to him that role taking was a way to gather information. He said students could recall only two ways and role taking was not one of them. He felt the Manual was not clear on this.

Presentation:

Time: Times for this lesson ranged from a low of 28 minutes (4-1) to a high of 60 (8-1) with seven (3-1, 3-2, 5-1, 5-2, 6-1, 7-1, 9-1) using 30 to 40 minutes (though the observer reported 6-1 using 50 minutes and 7-1, 40 minutes). The remaining class (2-1) used 45 minutes. It should be noted that in two of the observed classes (2-1, 7-1) pre-lesson activity was minimal, 2 minutes. But in 6-1 pre-lesson activity took 8 minutes. However, post lesson activity for 2-1 took 6 minutes.

Mode. Most teachers used the tape mode for most of the parts. Only in Part 6 did more than one teacher use a different mode: 6-1, 7-1 and 8-1 used the Teacher Mode. One teacher (8-1) had to use teacher mode throughout due to an inoperative tape.

Student behaviors. One teacher (2-1) felt students may have been inhibited slightly by a class visitor (former school student). One teacher (7-1) stated that his students were reluctant about stating values and therefore did not formulate action ideas for worksheet 15. One teacher (9-1) reported that students were attentive and followed the directions well.

Teacher-recommended changes. One teacher (7-1) felt students needed to be given more time to respond to tape: collect thoughts; find material on study book pages; etc.

Instruction:

Part 1, Get ready. In two classes (6-1, 9-1) the teachers rated this part as especially good. No other pertinent data.

Part 2, Think of effects on self (worksheet 15). In two classes (6-1, 9-1) the teachers rated this part as especially good. A review of the students responses, when called upon to fill in the Consider Self section of the Ethical Action worksheet (worksheet 15), showed that in eight classes (2-1, 3-1, 3-2, 4-1, 5-1, 5-2, 6-1, 8-1) all, with a few exceptions, filled in the section for three action ideas. The others filled in either one or two ideas with a few worksheets missing. In one class (9-1) roughly a third completed that section of the worksheet for three ideas; 5 completed it for two ideas and 5 did not respond at all. In the remaining class (7-1) half the students did not respond; all others responded for two or three ideas.

In 6-1, the observer reported that the teacher interrupted the class to reprimand two students in another class in the same room. Also, five students came in late for the class during this part, although the observer reported no disruption to the class. In 7-1, the teacher had to take time to clarify the concept of action ideas and to relate the four areas to the ideas. He offered examples relevant to his students' experience -- going into another gang territory, participating in a walkathon -- and delineated the possible effects in the four areas. The teacher used 4 minutes to do this.

Part 3, Think of Effects on Others -- Examining Past Experiences (study book page 31). In four classes (2-1, 4-1, 6-1, 9-1) the teachers rated this part as especially good. In two classes (3-1, 3-2) the students confused the names and actions of the two case studies. Another teacher (5-1, 5-2) felt the modeling and cases presented effects better than the narrator. In two classes (2-1, 6-1) the teachers got into discussions regarding how the second situation (Beverly and the opposite effects of her action on her mother and father) would turn out -- who would win -- although the students in the latter class were observed as being very reluctant to enter the discussion. In one class (8-1) the students read the modeling from the script which, the teacher reported, increased student participation. One teacher (2-1) omitted two of the discussion questions. In one class (7-1) the teacher left the room to try to get a student (who did not wish to participate) to return to class.

A review of student materials showed that in three classes (2-1, 3-1, 3-2) all but a few wrote reasonable responses to the case studies. In 4-1, nearly half of the responses were missing, but the remainder showed responses to both cases. In 5-1, 5-2 and 7-1 most of the responses were missing with the others responding mostly to both cases. In 6-1, a little more than half responded to both cases; the rest were missing. In 8-1, about half responded to case number 2 (Beverly); the rest were missing. In 9-1, half the responses were missing; most of the others responded to both cases.

Part 4, Think of Effects on Others -- Asking Directly. In four classes (2-1, 4-1, 6-1, 9-1) the teachers rated this part as especially good with 2-1 reporting good student response and 4-1 that students enjoyed the part. In 6-1 the teacher and observer reported that students were attentive despite the noise from two other classes in the room. Again, one teacher (8-1) had students read modeling and reported that discussion was enhanced.

Part 5, Think of Effects on Others -- Summation. In three classes (2-1, 6-1, 9-1) the teachers rated this part as especially good, with 2-1 reporting that students responded well. One teacher (4-1) reported that the Teacher's Manual did not make it clear that role play was one of the ways to get information.

Part 6, Close lesson. In three classes (2-1, 6-1, 9-1) the teachers rated this part as especially good with 2-1 reporting that the students responded well. In 4-1, the teacher reported that the lesson was not clear that role play was a way to get information, hence students did not get this on the closing quiz. In one class (7-1) the students did not write responses but answered orally.

A review of student responses showed that when asked to recall the three ways of getting information about others, all responded correctly in 2-1 and most responded correctly in four classes (3-1, 3-2, 4-1, 9-1). In two classes (5-1, 8-1) about half and in 5-2 a little less than half the responses were missing; most of the rest responded correctly. In 6-1, about a third were missing with most of the rest responding correctly. In 7-1, though the observer reported the class did not write, about 6 of 18 students had written responses.

In one class (2-1) the teacher held an extensive (10 minutes according to teacher; 6 according to observer) post-lesson review. According to the observer, the teacher may have confused students with regard to judging a situation, and may have confused eliminating action ideas and value problems. Also the teacher had students vote as to which were more important areas of effects.

RECOMMENDATIONS

Preliminary Recommendations:

Time: This did not seem to be a problem for most of the classes. Nevertheless, the changes recommended below would tend to shorten the lesson times even more. In addition, changes being suggested for Lesson 2 which would simplify concepts and instigate revisions to the Ethical Action worksheet might also serve to reduce the time it takes to complete the lesson.

Mode. It is suggested that because of the modeling done on the tape for this lesson, the tape and teacher mode be retained. However, the Teacher's Manual would be revised to suggest that, depending upon the individual class, the teacher might want to conduct the class and have the students read the modeling from the script. It might be stated that in the past this practice has been known to enhance student participation.

Objectives. It has been recommended in earlier lessons that the requirement for students to recall the four areas affected by an action be dropped. If this is done, objective 1 and the test item covering it would be revised so that it does not imply that the students are to know the four areas of effects and calls upon the student to indicate consideration of the total effect of a student-generated action on the person acting.

It is further recommended that objective 2 be revised to an activity objective in which the students identify rather than recall the three ways to get information. It would allow shifting the identify activity from Lesson 6 to this lesson, and equalize the times for the lessons. Changes in this lesson have reduced its completion time considerably. On the other hand, Lesson 6 has many activities and is too long.

Part 1. This part would remain essentially unchanged.

Part 2. This part would remain essentially unchanged except to reflect those changes made to the Consider Self section of the worksheet. The change would consist of having the students note the total effect on self for each action idea in each of the four areas. The area headings would be deleted, but would be retained as part of the directions as shown below:

STEP 3: CONSIDER SELF AND OTHERS

1. Think of the effects on yourself for each action idea. Ask yourself what might happen to your values, feelings, health and safety, and possessions if you did each action. Use words or signs (+, -, 0) to record what the total effect on self might be:

ACTION 1 ACTION 2 ACTION 3

The modeling on the tape would be changed to reflect this. A sentence might also be added to indicate that all four areas are important considerations and must be given full attention. The purpose would be to preclude any discussion that might indicate that any area or areas are always absolutely more important than others in all situations. Also, the Teacher's Manual might contain suggestions for modeling that would be more relevant to nonwhite, non-middle class, urban students.

Part 3. This part would remain essentially unchanged except for the second case study (Beverly) on old page 31. It is suggested that the study be revised to remove it from "home" context and not put parents at odds with each other. This would remove the danger of having students bring into the discussion their own family experience, which could be construed by some parents as an invasion of the privacy of the home. Perhaps, the study could show an action as having two different, though not necessarily opposite, effects on two friends.

Part 4. This part would remain essentially unchanged.

Part 5. This part would remain essentially unchanged, except that the Teacher's Manual would be revised to make it clear that role taking is a way to get information as well as the two methods covered in the lesson.

Part 6. This part would be revised to include the identification activity now in Lesson 6, in which the character Henry models the ways to get the information. This would include only the opening sentences of Henry's monologues; it would not include the modeling. This would be retained in Lesson 6 to prepare students for considering their own action ideas.

Also, a summary sentence would be added to the Teacher's Manual to indicate that students are not yet ready to do any kind of judging of ideas, because they have not finished Step 3, which they will do in the next lesson. Also, the Manual would be revised to indicate to the teacher that if he/she has decided not to check the student worksheets (for reasons of privacy) she/he should have students do a self-check or have another classmate check to ensure that it has been completed correctly; in this case that the effects-on-self section is complete for all three action ideas.

Final recommendations:

General. The preliminary recommendations will be incorporated into the lesson along with the additions noted below.

In part 2 the Consider self modeling of the Henry character would be changed to provide modeling for one action idea only. The modeling would retain consideration of each effects area, but references to plusses or minuses would be dropped. Modeling for the idea would conclude on a statement regarding the total effect on self for that idea. Modeling for the second idea would begin and then fade out.

In part 6 the abbreviated modeling (to be transferred from Lesson 6) will be used as a means to have students recall the three ways to get information about the possible effects of action on others. The modeling will not include references to the four areas and references to plusses and minuses will be eliminated.

Further recommendations: Staff review of the analysis narrative and preliminary recommendations suggested the following change.

References to the modeled action idea involving Mr. O'Reiley will indicate that he is Henry's uncle. It would seem more feasible for a young person to undertake helping the man if he were a relative rather than just a neighbor.

External review. No changes suggested by reviewers.

Affirmative action. No change necessary.

General function and final objectives:

General function. To review examining potential consequences of actions to self and to introduce "examining past experience" and "direct questioning" as techniques which may be employed in addition to role taking to gather information about the points of view and feelings of others.

Objectives.

1. To indicate consideration of possible overall effects of a student-generated action idea on the person acting.

2. To be able to recall the names of the three course-given ways for gathering information about the points of view/feelings of others: role taking, examining past experience, and asking directly. (Tested)

UNIT III, LESSON 6 -- P2

ANALYSIS NARRATIVE AND RECOMMENDATIONS

GENERAL FUNCTION: To provide practice and application in considering the possible effects of actions on others and in considering general effects of actions.

OBJECTIVES:

1. To indicate consideration of possible effects of a student-generated action idea in four areas (values, feelings, health and safety, and possessions) on the other persons involved.

2. To be able to identify use of course-given techniques for gathering information about possible effects of actions on others.

3. To be able to recall what you do in definition of strategy Step 3, Consider Self and Others, as (a) Think of effects on self; (b) Think of effects on others; and (c) Think of general effects.

4. To be able to recall what is asked when thinking of general effects of an action: What might happen if everyone did this action?

5. To be able to apply the question for general effects when reviewing possible effects of a specific student-generated action idea.

6. To be able to demonstrate use of techniques in gathering information about potential effects of actions on the others involved.

ANALYSIS NARRATIVE

Effectiveness:

Objective 1 was measured by the same unit test item (II-6) used to measure objective 1 of Unit II, Lesson 5. See that Analysis Narrative and Recommendations for student performance on the item.

Objective 3 was measured by test item I, 1, c. The results showed all classes definitely improving with a very high level of final achievement for three (2-1, 3-1, 3-2); high for two (4-1, 9-1); moderate to high for one (7-1); and moderate for two (5-1, 5-2). Final achievement levels varied within the responses for the remaining classes: class 6-1 was very high for "consider effects on self and others" but only moderate for "general effects;" class 8-1 was high for "self and others" but only moderate for "general effects."

Objective 4 was measured by test item I, 3. For this item six classes (2-1, 3-1, 3-2, 6-1, 8-1, 9-1) showed definite improvement with high final achievement levels for two (2-1, 3-2), moderate for three (3-1, 8-1, 9-1) and low for 6-1. Three classes (4-1, 5-1, 7-1) showed no improvement and one class (5-2) showed a decrement, with all having very low levels of final achievement.

In one class (2-1) the teacher reported that he felt the students understood the concept of effects on others and general effects. In five other classes (5-1, 5-2, 6-1, 8-1, 9-1) the teachers reported that they felt the students grasped the concept of general effects. Only one teacher (7-1) felt that students did not understand the idea of general effects.

Objective 2 was an activity objective and was not measured. However, a review of student responses for the exercise in Part 3 which covers the objective indicated that the objective was achieved in most classes.

Objective 6, being an activity objective, was also not measured. A review of the student responses to worksheet 15 in Part 4, which covers the objective, showed that in 7 of the 10 classes, almost all students responded for at least one action idea. Of the three remaining classes (3-1, 3-2, 7-1) half the students responded in 3-1 and 3-2. In 7-1 almost all students had no responses on the worksheet

Presentation:

Time. Lesson times varied from low of 29 minutes (5-1) to a high of 50 minutes (2-1). In two classes (7-1, 8-1) the teachers reported using 45 minutes. In three classes (3-1, 3-2, 4-1) the teachers reported using 38 minutes (the observer reported 41 minutes for 3-2). In two classes (6-1, 9-1) the teachers used 35 minutes (though the observer reported 6-1 using 46 minutes and 9-1 using 39 minutes). One teacher (2-1) complained that the lesson was too long.

Mode. Most teachers used the tape and teacher mode as prescribed by the manual.

Student behavior. It was reported that the students worked on-task in the observed classes (3-1, 3-2, 6-1, 9-1) though the observer said that in the last class half the students talked among themselves as they worked on the written assignments. In one class (6-1) the teacher reported that the students seemed interested in what was occurring.

Teacher-recommended changes: One teacher (2-1) recommended reducing the lesson time by eliminating the closing part or reducing some other part. In two classes (5-1, 2) the teacher felt that the directions for the general effects exercise on study book page 32 needed to be clarified and the concept needed to be reenforced.

Part 1, Get ready. In three classes (4-1, 6-1, 9-1) the teachers rated this part especially good with one (4-1) reporting that the students enjoyed it. No other pertinent data.

Part 2, Think of effects on others -- review of ways. In three classes (4-1, 6-1, 9-1) the teachers rated this part especially good with one (4-1) reporting that the students enjoyed it. In two of the observed classes (6-1, 9-1) half the students raised their hands to volunteer answers (even though half the class in 9-1 talked during the tape presentation). In all four of the observed classes (3-1, 3-2, 6-1, 9-1) the volunteers called on answered correctly.

Part 3, Think of effects on others -- modeling. In two classes (6-1, 9-1) the teachers rated this part as being especially good. In two of the observed classes, all of 3-2 and most of 3-1, the students reported that they responded correctly to the modeling. During this part, the teacher in one class (9-1) wrote the consideration guidelines (+ = positive; - = negative; 0 = no effects) on the chalkboard. A review of the student responses to the exercise in this part, calling on students to identify the ways used to get information about the effects of an action on others showed that in all but two of the classes (5-1, 7-1) most of the students responded correctly to the modeling. The few omissions were mostly for "ask directly" and "past experience." Of the two classes 5-1 had about half the responses missing; 7-1 had almost all the responses missing. A few of those that responded missed "past experience" and/or "ask directly." In two of the observed classes (3-1, 9-1) this part took six minutes. In the others (3-2, 6-1) it took seven.

Part 4, Think of Effects on others -- personal action ideas (worksheet 15.) In two classes (6-1, 9-1) the teachers rated this part as especially good. In two classes (3-1, 2) the teacher was called on to clarify directions: in one case two students asked questions about what to write in the "ways used" column on Worksheet 15. Another asked if she could use the term "friends" in general in her "others" column instead of specifying particular people. In one class (4-1), the teacher felt the students needed more time than was recommended in the Teacher's Manual. In one class (6-1) the students were attentive despite the noise from other classes in the room. The teacher (6-1) circulated checking the students' work and scheduled a make-up session for those who had missed the previous lesson.

A review of the section of worksheet 15 where the students recorded the possible effects of their action ideas on others showed that in all but three classes (5-1, 5-2, 7-1) most of the students completed the worksheet for three action ideas, with a few responding to only one or two ideas and some failing to list names in the "others" column or the initials of the information getting techniques in the "ways used" column. In two (5-1, 5-2) of the three classes mentioned, about half of the students did not respond. Those who did, registered effects for only one or two ideas. Again, a few did not list names of "others" or "ways used." In two of the observed classes (3-2 and 6-1) this part took 13 minutes. In the other two (3-1, 9-1) it took 10 minutes and 9 minutes respectively.

Part 5, Think of general effects -- examination (study book page 32.) In classes (6-1, 9-1) the teachers rated this part as especially good. In one class (9-1) two students mocked the tape but were ignored by the rest of the class. No other pertinent data.

Part 6, Think of general effects -- case studies (study book page 32). In three classes (2-1, 6-1, 8-1) the teachers rated this part as especially good. In two classes (5-1 and 2) the teacher felt the instructions for the exercise on study book page 32 were confusing to the students and needed to be clarified. In one class (3-1) the teacher felt the part was too easy, although, according to the observer, the students in dealing with case study 2 concluded that the general effects would be mostly "good" even though the various effects offered by individuals were "bad." The teacher accused the class of not listening. In one class (4-1) the teacher felt the students needed more time than suggested to respond to the cases. In one class (8-1) the discussion was reported as being very good.

A review of the student materials indicated that even though not directed to do so by the tape, most students in most classes did write down a response. A third to two thirds did in four classes (3-1, 5-1, 5-2, 9-1). Almost all students did in three other classes (2-1, 3-2, 4-1). In three of the observed classes (3-1, 3-2, 6-1) the discussions took 4 to 5 minutes. In 9-1 it took 9 minutes. All four observed classes discussed both case studies.

Part 7, Think of general effects -- personal action ideas (worksheet 15). In one class (6-1) the teacher considered this part especially good. In one class (3-1) after two minutes of recording general effects for their action idea, two students were not finished. The teacher asked them to finish at home.

A review of the general effects section of the students' worksheets showed that in all but three of the classes (5-2, 7-1, 9-1) a great majority of the students responded to three action ideas. Of the three classes, in 5-1 two thirds responded to three ideas while most of the rest responded to only two; in 7-1 only 3 of 18 students responded at all; in 9-1 about two thirds responded while most of the rest did not respond at all.

Part 8, Close lesson. In the classes (6-1, 9-1) the teachers rated this part as especially good. Three of the four observed classes (3-1, 3-2, 9-1) took 4 minutes to complete this part. The fourth (6-1) took 11 minutes. A review of the student materials for this class, however, showed that the vast majority (28 of 34) had no responses. In five of the remaining clases (2-1, 3-1, 3-2, 4-1, 8-1) most of the students responded correctly. In 5-1 and 7-1 almost none responded; in 5-1 only one half responded; in 9-1, only a third responded.

RECOMMENDATIONS

Preliminary recommendations:

Time. The main reason for the time problem in the lesson seems to be the amount taken to compile the Consider Others section of the worksheet. However, changes being suggested for considering the four effects areas in Unit II would instigate changes in the use of this section of the worksheet. The revisions would simplify the worksheet, the modeling and the directions and consequently reduce the time needed to complete the part. See Parts 3 and 4 for suggestions as to how these would be accomplished.

Mode. Again because of the extensive modeling provided in this lesson, it is recommended that the tape and teacher mode be retained. However, the Manual could be revised to suggest that, if desired, the teacher might conduct the class and have the students read the modeling from the script.

Objectives. It has been recommended in an earlier lesson that the requirement for the students to recall the four areas affected by an action be dropped. If this is done, objective 1 (and the test item covering it) would be revised so that it does not imply that the students are to know the four areas of effects. It should call upon the student to indicate considerations of the total effect of a student-generated action idea on the other persons involved.

It is also recommended that objective 2 be dropped from this lesson and moved forward to Lesson 5. This would significantly reduce the time to complete this lesson. See the preliminary recommendations for Unit III, Lesson 5.

Part 1. This part would remain essentially unchanged.

Part 2. This part would remain essentially unchanged.

Part 3. This part would be revised to change the modeling of a person considering the four areas of effects on others. First, the sections of the modeling which call for students to identify the information-getting techniques being used would be dropped and moved to Lesson 5. Second, the modeling would be simplified to have the person concluding with the total effect of the action rather than recording plusses and minuses for each area. Also, the Teacher's Manual might suggest case modeling more relevant to nonwhite. nonmiddle-class, urban students.

Part 4. Revisions for this part would involve the worksheet's format and directions, and the directions on the tape and in the Teacher's Manual. Changes suggested for the worksheet are shown below:

2. Think of the effects on the values, feelings, health and safety, and possessions of others for each action idea. Get information by role taking, examining past experience, and asking the person.

   A. List the names of the others involved in each action idea. Use the back of the sheet if you need more space.

B. Use as many ways as you can to get information about the possible effects on each person. List the ways you used: RT = Role take; EP = Examine past experience; A = Ask.

C. Use signs (+, -, 0) to show what the total effects might be for each person.

ACTION 1

Others	Total Effect	Ways used
_____	_____	_____
_____	_____	_____
_____	_____	_____

ACTION 2

Others	Total Effect	Ways used
_____	_____	_____
_____	_____	_____
_____	_____	_____

ACTION 3

Others	Total Effect	Ways used
_____	_____	_____
_____	_____	_____
_____	_____	_____

Part 5. This part would remain essentially unchanged.

Part 6. This part would be revised to change the directions for the case study exercise. Instead of responding to both cases at once, students would be asked to do number one. Then the teacher would lead a discussion regarding effects -- class would conclude that effects are mostly good or bad.

Then, students would be asked to do the second case study, and the process would be repeated. It is felt that since the Consider Others activity would be short, students should be able to do both cases. In fact, all observed classes did do both cases.

At the end of the discussion, the teacher would have the students close th r books and give a short quiz. "What question do you ask when thinking of general effects of an action?" Then the teacher would give feedback.

For teachers who feel students still do not understand the concept, a few additional case studies would be provided in the Teacher's Manual. These would include cases that would be more relevant to nonwhite, nonmiddle-class, urban students.

Part 7. This part would remain essentially the same, except that at this point, a direction would be added to have the teacher check the students' worksheets to see that the Consider Others and Consider General Effects section are filled in. Of course, if the teacher has decided not to check the papers for privacy reasons, the students would be called upon to do a self-check or have a classmate check their papers. A graphic in the manual would call attention to this to assure that it be done before going on to the Close Lesson part.

Part 8. This part would remain essentially unchanged. It is difficult to determine why many classes did not respond. Perhaps the lesson was too long and they were too tired. Perhaps they were sure of the answers and didn't feel a need to respond. The results of the unit test item covering this indicates that that might have been the case.

Final recommendations:

General. The preliminary recommendations above will be incorporated into the lesson along with the additions noted below.

Further recommendations: Staff review of the analysis narrative and preliminary recommendations suggested the following changes.

Modeling for part 3 will be abbreviated to show the model using one of the ways to get information about possible effects on others. The modeling will end with the narrator indicating that the person would have gone on to use other ways as necessary to get as much information as possible about the effects of each action on each "other" involved.

B. The directions for filling out the student worksheet for Consider Others will be presented in a tone which is less formal, more conversational.

C. A statement will be added to the worksheet and the audio tape to advise the students to use initials instead of names for the "others" considered, if they feel a need to retain the anonymity of these "others".

D. References to the modeled action idea involving Mr. O'Reiley will indicate that he is Henry's uncle. It would seem more feasible for a young person to undertake helping the man if he were a relative rather than just a neighbor.

External review. No changes suggested by reviewers.

Affirmative action. No change necessary.

Final objectives and general functions:

General function. To provide practice and application in considering the possible effects of actions on others and in considering possible general effects of actions.

Objectives:

1. To indicate consideration of possible overall effects of a student-generated action idea on the other persons involved.

2. To be able to recall the three things which are done in strategy step 3, Consider Self and Others:

   a. Think of effects on self
   b. Think of effects on others
   c. Think of general effects (Tested)

3. To be able to recall what is asked when thinking of possible general effects of an action: What might happen if everyone did this action? (Tested)

4. To be able to apply the question for general effects when reviewing possible effects of a specific student-generated action idea. (Tested)

UNIT III, LESSON 7 -- P2

ANALYSIS NARRATIVE AND RECOMMENDATIONS

GENERAL FUNCTION: To provide instruction and practice in the use of Step 4, Judge, and Step 5, Act.

OBJECTIVES:

1. To be able to recall the things you do to carry out Step 4, Judge: a) Be objective; b) Review and summarize information; and c) Change or reject.

2. To be able to identify the three course-given ways of being objective.

3. To be able to recall "select" and "commit" as the first two parts of the Act step.

4. To consider reformulation of action ideas judged to be not ethical.

ANALYSIS NARRATIVE

Effectiveness:

Objective 1 was measured by unit test item I, 1, d. Results showed that all but one class definitely improved in that item with the one class (5-2) showing definite improvement for the "review and summarize" and the "change or reject" substeps, but a slight decrement in the "be objective" substep. Final achievement levels varied between classes and for the substeps in classes as follows: 2-1 was high to very high; 5-2, 6-1 and 8-1 was moderate; 3-1 was moderate for "be objective," high for "review and summarize" and "change or reject;" 3-2 was moderate for "review and summarize" and high for the other two; 4-1 was low for "review and summarize," and moderate for the other two; 5-1 was low for "be objective" and moderate for the other two; 7-1 was high for "be objective," and moderate for the others; and 8-1 was high for "change or reject," and moderate for the others.

Objective 3 was measured by unit test item I, 1, 3. Again, results showed all but one class definitely improving in this item.. The one class (5-2), showed only a slight improvement in the "select and commit" substep and a decrement in the "persevere" substep. Final achievement was very high for three classes (2-1, 3-1, 3-2); moderate for five classes (4-1, 5-1, 6-1, 8-1, 9-1); and mixed for the remaining two as follows: 5-2 was moderate for "select and commit," low for "persevere;" 7-1 was moderate for "select and commit" and high for "persevere." Note that some could recall the "persevere" substep, even though it was not taught.

Objective 2 was not measured, but a review of the student materials for Part 2, which elicited an identification of the ways to be objective, showed that in half the classes (2-1, 3-1, 3-2, 4-1, 9-1) almost all students responded. In two classes (6-1, 8-1) two thirds responded. Of the remaining classes, a half (5-1) to two-thirds (5-2, 8-1) did not respond. Hardly any responded in 7-1.

Objective 4, also an activity objective, was covered in the activities in Part 4. Some indication that students considered changing ideas judged to be not ethical may be inferred from a review of their worksheets, which showed that in all the classes, all but a few checked the ideas that had mostly positive effects and crossed out those which did not have mostly positive effects.

One teacher (2-1) reported that the lesson was generally well-accepted, defined and explained. Two others (3-1, 3-2, 7-1) reported that the students did not have any trouble in understanding the Judge step. Another (9-1) felt that the students had enough information to judge their ideas.

Presentation:

Time. Most classes completed the lesson in about 35 minutes or less. One class (8-1) took 45 minutes, but the lesson was interrupted constantly by outside disruptions. One other class (7-1) took 50 minutes, but there is no indication why. Perhaps the teacher was reporting session time, not duration of the lesson. One teacher (5-1 and 2) felt that although he completed it in thirty minutes, more time than that was needed.

Mode. Most teachers used the Tape Mode for most parts of the lesson. In one class (4-1) the teacher used and followed the script verbatim because of an inoperative tape recorder.

Student behavior. In one of the observed classes (6-1) the students were reported as being attentive and working on-task. In the other (8-1) constant interruption caused a "usually quiet class" to talk among themselves and be distracted from the lesson.

Teacher-recommended changes. One teacher (4-1) suggested that the Teacher's Manual be revised early in the unit to warn teachers that some students may choose ideas which may take a long time to act on. Another (5-2) suggested that worksheet 15 be made a part of the study book because students always had trouble finding it for each session. One teacher (9-1) passed on a suggestion from a student that perhaps a film could be substituted for the tape occasionally. In three classes (5-1, 5-2, 6-1) the teacher suggested that the Judge and Act steps be presented in two separate sessions.

Instruction:

Part 1, Get ready. In two classes (6-1, 9-1) the teachers rated this part as especially good. No other pertinent data.

Part 2, Step 4, Judge -- be objective (worksheet 15, study book page 10). In two classes (6-1, 9-1) the teachers rated this part as especially good. In one class (5-2) the teachers reported that the directions seemed difficult for the class. This may be borne out by the fact that half the class did not respond to the identification exercise. However, the same teacher did not report this difficulty for his other class (5-1) in which two-thirds of the

students did not respond. With the exception of two other classes (8-1, for which two-thirds of the responses were missing, and 7-1, for which almost all the responses were missing) most of the students in all the other classes responded. In 8-1 the students were interrupted three times during the part by public address announcements which may have caused the lack of response. In 7-1, the students rarely responded in writing, doing most of the activities orally. Note that in these classes (again, with the exception of class 7-1) most of the students did select a way to be objective by encircling it on page 3 of worksheet 15 as directed.

Part 3, Step 4, Judge -- review and summarize (worksheet 15). In two classes (6-1, 9-1) the teachers rated this part as especially good. In one class (5-1) the teacher reported that directions were too difficult for the students, although two-thirds of the class did respond to item two of the Judge step on worksheet 15 for at least one action idea. In one class (8-1) the students talked among themselves and the teacher turned off the tape, called for quiet and explained the substep. Although the observer reported the students working on-task, about a third did not respond to item 2 of Step 4 on the worksheet. In the other classes (except 7-1) most of the students responded to this section of the worksheet for at least one action idea.

Part 4, Step 4, Judge -- change or reject (worksheet 15). In one class (9-1) the teacher rated this part especially good. In 5-2 the teacher reported that the instructions were too difficult, though responses indicated that the students generally responded on the worksheet. This teacher also reported that the part was interrupted by a fire drill. A review of all the materials indicated that most of the students in all the classes responded on the worksheet, though one teacher (6-1) reported that she spent additional time explaining the concepts in class. Also, in another class (8-1), the students talked among themselves and were interrupted by an announcement. In another class (9-1) the teacher stopped the tape and reinforced the tape explanation.

Part 5, Step 4, Judge -- check quiz. In one class (9-1) the teacher rated this part as especially good. Again, the teacher in 5-1 reported that directions were difficult. Also, the class was interrupted by an announcement. In another class (8-1) the teacher turned off the tape because the students were talking and explained what they would be asked. As the students responded another teacher entered the room and the class was disrupted for two minutes. When the tape was resumed, the students talked among themselves.

A review of the student materials showed that in six classes (2-1, 3-1, 3-2, 4-1, 6-1, 9-1) most of the students responded to the quiz. In one class (8-1) only half the students responded. In the rest (5-1, 5-2, 7-1) two-thirds did not respond.

Part 6, Step 5, Act -- select and commit (worksheet 15). Again, one teacher (5-1) reported that the directions were difficult. In the observed classes (6-1, 8-1) this part took 8 and 10 minutes respectively, though the latter class was interrupted three times (for 4 minutes) by students and a

teacher entering the classroom. In addition, this class talked among themselves and the teacher had to stop the tape and call for order.

A review of the student worksheets showed that in all but two classes (5-2, 7-1) most of the students responded for the four entries called for.

In some cases in many of the classes, the commitment statement did not relate either to the action ideas or the situation on page 1 of the worksheet. This might indicate that the original situations were resolved prior to this step, and the students were working on another problem. It's not possible to determine whether they did this on their own or at the teacher's direction.

Part 7, Close lesson. The teacher in 5-2 reported that directions were difficult though there are none in this part. One teacher (6-1) took 8 minutes to close the lesson, according to the observer. This teacher also took an extra class period to discuss and explain further the Judge and Act steps. Another teacher (8-1) reported that the lesson would be reviewed again, because the lesson had been interrupted so many times. One teacher (9-1) checked the worksheets for each student action and noted it in his notebook.

RECOMMENDATIONS

Preliminary Recommendations:

Time. In most classes time did not seem a problem, though one teacher felt more time was needed, another scheduled a separate session to further explain the two steps, and two others suggested splitting the lesson. It is felt that the simplified method of recording effects recommended for Lesson 6, will facilitate accomplishing the Judge step in this lesson and thereby shorten it. In addition, changes have been recommended for the lesson which, though they will not shorten it, will allow a teacher to increase the instruction for the Judge step, if felt necessary, and also indicate a breakpoint for splitting the lesson. The instructions in the Teacher's Manual will reflect these changes.

Mode. The lesson is most appropriately delivered by the teacher using the tape for those parts which contain modeling. This will be the suggested presentation mode. However, the audio tape would also be provided as an option for those parts which do not contain modeling.

Part 1. This part will be revised to have the students review their worksheets to determine whether their situations have changed, so that the actions proposed are no longer necessary or relevant. If so, they will be called upon to rethink their way through the strategy up to this point and record in abbreviated form their new situations, questions, etc.

Part 2. This part will have students refer to the new page in Unit III, Lesson 2 which contains the strategy substeps, instead of page 10. Other than this, the part will remain essentially unchanged.

Part 3. This part will be revised as necessary to reflect the changed method used to record the projected effects of an action on self and others. The part will also be revised to include in the Teacher's Manual a remedial exercise which the teacher would use if he/she felt that students still did not understand the concepts in review and summarize. The exercise would be a sample Ethical Action Worksheet showing the effects of a particular action. The teacher, working on the chalkboard, would have students review and summarize the worksheet and respond to the question asked regarding the effects being mostly good. This would be done prior to the students doing it for their own action ideas.

Part 4. This part would remain essentially unchanged.

Part 5. This part would remain essentially unchanged except that the teacher would be called upon to check the Judge step section of worksheet 15. If, for privacy's sake, the teacher has decided not to look at the worksheets, the students will be called upon to do a self-check or have a classmate check their worksheet.

Also, the Teacher's Manual would indicate the end of this part as a breakpoint if it is felt there is not enough time to complete the Act step instruction.

Part 6. This part will remain essentially unchanged except for the Act portion of the worksheet which would eliminate the need for writing out the commitment statement. Though this was not pinpointed as the cause for the part taking as long as it did, many of the statements were not relevant, or were just another way of saying, "I promise." Some said, "I promise to persevere." Also experience has shown that students take a long time to write something out. The worksheet might look like this:

STEP 5: Act

1. Select one action to carry out. Write the number of that action in the blank in the following sentence.

   I promise myself that it will carry out action number _____.

2. Commit yourself to doing this action by signing below. Then, ask someone to sign as a witness.

   DATE _____ SIGNATURE _____

   WITNESS _____

Lesson directions should be changed to fit this format.

Part 7. This part would remain essentially unchanged, except that teachers would be called upon to check the worksheets for the Act step. If the teacher has decided not to check the sheets for privacy's sake, the students would be asked to do a self-check or have a classmate check their worksheet.

Final recommendations:

General. The preliminary recommendations above will be incorporated into the lesson with the exception noted velow.

Part 1 will te revised to include directions to the teacher for handling instances in which students action ideas are no longer relevant or necessary because their original problem situation has changed. If only a few students are involved, the teacher will consult with them individually and have them either generate ideas for a new situation or pretend that the original situation still exists. If most of the students are affected, the teacher would take time on a class basis. In either caise, the students would take any new ideas through the strategy up to this point.

Further recommendations. Staff review of the analysis narrative and preliminary recommendations suggested the following changes:

A. In Part 2 the modeling and identification activity for the three ways to get information will be deleted because the identification objective has been dropped from the lesson. In lieu of identifying the three ways to get information about effects on others, the students will be asked to recall them, an objective which is covered in Lesson 5.

B. Part 4 will be revised so that the language used to complete this phase of the Judge step will parallel that used in Unit II.

External review. No changes suggested by reviewers.

Affirmative action. No change necessary.

General function and final objectives:

General function. To provide instruction and practice in the use of Step 4, Judge, and Step 5, Act.

Objectives.

1. To be able to recall the three things which are done in strategy Step 4, Judge:

   a. Be objective
   b. Review and summarize information
   c. Change or reject

   (Tested)

2. To be able to recall "select" and "commit" as the first two things which are done in strategy step 5, Act. (Tested)

3. To consider reformulation of action ideas judged to be not ethical.

UNIT III, LESSON 8 -- P2

ANALYSIS NARRATIVE AND RECOMMENDATIONS

GENERAL FUNCTION: To provide instruction and practice in the use of strategy Step 6: Evaluate.

OBJECTIVES:

1. To be able to recall the things you do when you use Step 6 of the strategy, Evaluate: (a) examine the action; (b) review use of strategy; and (c) consider the value.

2. To be able to state what uses can be made of the information gathered in the Evaluate step (i.e., to help one act in the future in a way that shows that value; and, to help one use the strategy better).

3. To demonstrate use of Step 6 in evaluating a completed personal action which was carried out after application of the five preceding steps.

ANALYSIS NARRATIVE

Effectiveness:

Objective 1 was measured by Unit test item I, 1, f. The results indicated that all but two classes (5-2, 6-1) showed definite improvement in recalling the three substeps of strategy Step 6, Evaluate. These classes showed a loss from pre to post test. Levels of final achievement on this item varied between classes and for the subitems as follows: one class (3-2) was very high to high; two (2-1, 3-1) were very high; one (8-1) was moderate; 4-1, 5-2, and 6-1 were low for "consider the value," but moderate for the other two; 5-1 was high for "examine the action," but moderate for the other two; 7-1 and 9-1 were moderate for "consider the value," but high for the other two.

Objective 2 was measured by item I, 4. Results showed only four classes (2-1, 3-1, 3-2, 5-1) definitely improving in listing ways to use the evaluate information. For these, the levels of final achievement were mixed: moderate for 3-1 and 3-2; for 2-1, very low for "use strategy better," high for "future show of value;" for 5-1, very low for "use strategy better," moderate for "future show of value."

Three classes (5-1, 7-1, 8-1) showed no improvement with very low levels of final achievement . The other three were mixed: 4-1 showed a loss for "use strategy better," but definite improvement in "future show of value;" final achievement was very low. Class 6-1 also had a very low level of final achievement, showing no improvement in "use strategy," but definite improvement in "future show of value." Class 9-1 showed no improvement in "use strategy" with a very low level of final achievement; however, it showed definite improvement in "show the value " with a low level of final achievement."

Objective 3 is an activity objective and hence was not measured. However, a review of student materials indicated that in most classes, the objective was achieved. See Parts 3, 4, and 5 below.

In three classes (3-1, 3-2, 9-1) the teachers reported that the students did not have any problems and understood the parts of the Evaluate step. But in two other classes (5-1 and 2) the teacher reported that the students confused the Judge and Evaluate steps. In another class (7-1) the teacher felt the students had trouble putting together the idea that the Evaluate step had three parts. These last two teachers both faulted the students; the former because they "didn't do the work," the latter because they "react to situations without thinking."

In one class (4-1) the teacher felt that the organization of the lesson lead to ease in teacher presentation and student ability to follow the lesson. The teacher in 9-1 also said the students had no trouble filling in worksheet 15. In one class (4-1) the observer reported that the lesson was concise and to the point.

Presentation:

Time. Most classes completed the lesson in 35 minutes or less. One teacher (7-1) reported using 40 minutes. One (8-1) reported using 45 minutes, but the observer reported that the teacher used only 42 minutes and that six minutes were lost due to a faulty tape player and four minutes were lost due to other interruptions.

Mode. Most teachers used the Tape Mode.

Student behavior. In two classes (6-1, 9-1) the teacher reported that the students responded well. In one class (8-1) the observer reported that the students listened and worked on-task. In one class (4-1) they talked among themselves at the beginning of the lesson and the teacher called for quiet.

Teacher-recommended changes. In one class (8-1) the teacher suggested that the lesson be changed so that it is not assumed that the students will carry out the action. In some cases in the time that elapsed between the problem and the action, the problem resolved itself with no action on the student's part.

Instruction:

Part 1, Get ready (study book page 10). In two classes (2-1, 9-1) the teacher rated this part as especially good. In one class (4-1) the teacher stopped the tape and called the class to order (they were talking among themselves.) While the tape was playing, this teacher wrote the substeps on the chalkboard. In another class (8-1) the teacher also wrote the substeps on the board. This teacher had trouble with a defective tape player and lost 6 minutes before the students could locate another machine.

Part 2, Purpose of evaluating and use of information. One teacher (9-1) rated this part as especially good. All of the other teachers reported no problems with this part. In one class (4-1) the observer reported that the students talked among themselves as the teacher wrote the ways to use the evaluation information on the board. No other pertinent data.

Part 3, Examine the action (worksheet 15). In one class (9-1) the teacher rated this lesson as especially good. All the other teachers reported no problems with the part. In one class (4-1) the teacher was reported reviewing and repeating the directions. The sudents took one minute to fill out this section of worksheet 15. In the same class one student asked what ethical meant. The teacher gave the course definition. In the other observed class (8-1) the teacher asked the students to role-play in their heads what would have happened if they had done one of their actions. She felt that the students didn't actually carry out the action. However, she did not feel that this caused any problems in understanding the directions. A review of the student responses on the worksheet showed that in most classes (2-1, 3-1, 3-2, 4-1, 6-1, 9-1) almost all the students responded. In three classes (5-1, 5-2, 8-1) two-thirds of the class responded; in 7-1 very few responded.

Part 4, Review of strategy (worksheet 15). All the teachers reported no problems with this part. In one observed class (4-1) the teacher reviewed and repeated the directions. One student had trouble locating the portion of the worksheet referred to. This part took 10 minutes in this class. In the other observed class (8-1) the teacher also elaborated on and repeated the tape directions. This class was also interrupted by an announcement and the teacher was called out of the room. A total of 4 minutes was lost. This class took 15 minutes to complete the part.

A review of the students' worksheets showed that in four classes (2-1, 3-1, 3-2, 4-1) all or almost all the students responded. In one class (9-1) three quarters responded, and in another (8-1) half the class responded. In another class (6-1) two thirds of the class responded, while in 5-1 and 5-2 two thirds of the class failed to respond. In the remaining class (7-1) hardly any students responded.

Part 5, Consider the value (worksheet 15). All of the teachers reported no problems with this part. In one observed class (4-1) two students asked questions about the directions and the teacher explained. In the other observed class (8-1) the teacher read the questions from the worksheet and clarified the tape directions.

A review of the students worksheets showed that in most classes (2-1, 3-1, 3-2, 4-1, 6-1, 9-1) almost all the students responded. In one class (8-1) two thirds of the class responded while in two other classes (5-1 and 2) only a third responded. In the remaining class (7-1) only a few responded.

Part 6, Recall of the three parts of Step 6. In one class (4-1 the teacher rated this part as especially good. All of the other teachers reported no problems with this part. In one of the observed classes (4-1), the teacher had students write down the three substeps (though not directed to do so by the Manual) and called for volunteers to share responses. The responses were correct. In the other class (8-1) the teacher pointed to the three substeps she had written on the board as the tape played and then had them write down the three parts. The observer did not indicate that the teacher erased the substeps from the board before asking for recall.

In reviewing the student materials it was noted that even though not directed to do so by the tape, four classes (4-1, 5-2, 6-1, 8-1) had written responses for this part.

Part 7, Close lesson. In one class (2-1) the teacher rated this part as especially good. All the other teachers reported no problem with the part as did the observer for the two observed classes (4-1, 8-1). However, the students were observed as listening "apathetically" in class 4-1.

A review of the student materials showed that only four classes (2-1, 5-1, 5-2, 9-1) responded to the quiz calling for the uses of the evaluation information. Of these only one (9-1) had a significant number of responses. In the remaining six classes no one responded. In the two observed classes (4-1, 8-1) there was no indication that the students were quizzed. A review of the Teacher's Manual shows a discrepancy between the lesson directions for the Tape and the Teacher Modes of presentation. The former does not direct the teacher to ask the students to recall the uses of the evaluation information. Thus, if the teacher used the Tape Mode, as most did, chances are very good that the quiz was not conducted.

RECOMMENDATIONS

Preliminary recommendations:

Time. Time was not a problem for most teachers. The one taking the longest time (42 minutes) lost 6 minutes due to a malfunctioning tape player and 4 minutes due to other interruptions.

Objectives. It is suggested that a fourth objective be added. This would be an activity objective (or measured, if deemed necessary) which would call upon students to identify the two ways in which evaluation information is used. Though objective 2 asks students to recall the ways to use the evaluation information, these ways are only talked about now and the students only hear about them. They do not see the ways, nor are they called upon to apply the information. Albeit, there was a discrepancy in the Teacher's Manual which precluded quizzing the students and providing feedback on this information, the results of the unit test would indicate that these ways were not taught in the lesson.

Mode. The teacher mode would seem appropriate for this lesson since there is no modeling. Therefore this mode would be recommended in the Manual. However, optional tape would be provided as in the current lesson.

Part 1. This part would remain essentially unchanged, except that students will be referred back to the page of Unit III, Lesson 2 where the strategy substeps are listed and not back to page 10 which has been recommended for change in Unit I. It would be emphasized that an ethical action is one that has mostly good effects on everyone involved, even though the value situation still remains unchanged.

Part 2. This part would be revised to add a discrimination exercise in which the students identify the ways evaluation information is being used. The exercise would consist of several brief case studies in which students describe details of how they are using the information. Feedback would be provided. The exercise would serve to satisfy the new objective recommended above.

Part 3. This part would be revised to add to the Teacher's Manual instruction which would take into consideration situations in which the students did not or could not complete the action. As the teacher in one class did, those students not completing the action would be called on to play the action out in their heads and on the basis of that role play, they would evaluate in this part and Parts 4 and 5. Optional tape would also cover this contingency.

Part 4. This part would be revised to reflect those changes made in the strategy steps and substeps; e.g., step one is now "state the value question." The rest of the part would remain essentially unchanged.

Part 5. This part would remain essentially unchanged.

Part 6. This part would be revised to clearly specify that the students are to write down the three substeps of Step 6 on a separate sheet of paper. Then, the teacher would provide feedback.

Part 7. The students would be called upon to write down one example of information they learned in evaluating their own action during the lesson. Examples of how that information might be worded would be given on the tape. Then the teacher would provide feedback for the ways the information could be used and illustrate each way by calling on the class to share their personal knowledge gained as a result of the evaluation.

The revision would also ensure that the Teacher Mode directions and the optional Tape Mode directions are compatible.

As a final activity, the teacher would check each worksheet to see that the action had been evaluated or, having opted for privacy's sake not to look at the papers, would have the students do a self-check or have a classmate check their papers.

Final recommendations:

General. The preliminary recommendations above will be incorporated into the lesson with the exceptions noted below.

It was decided not to include an objective(s) asking the students to identify/state the uses of the evaluation information. The uses parallel the substeps and definition of the Evaluate step so closely that the possible redundancy may well confuse the students in discriminating uses. However, some modeling or discrimination exercises may still be included in part 2 to prepare students for following the substeps and thinking about how they might learn to apply the strategy and strategy-related skills better in the future. As in Unit II, Lesson 6, the looking back at what really happened (the definition) and examining the use of the strategy so one can learn and improve is the reason which subsumes uses.

Part 7 would omit the recall exercise related to use of evaluation information. However, the teacher would point out the reasons for evaluation when requesting that the students write down an example of what they learned in evaluating their own actions now outlined in Part 7. This would be covered by an activity objective.

Further recommendations. Staff review of the analysis narrative did not produce any additional changes.

External review. No changes suggested by reviewers.

Affirmative action. No change necessary.

General function and final objectives:

General function. To provide instruction and practice in the use of strategy step 6: Evaluate.

Objectives.

1. To be able to recall the three things which are done in strategy step 6, Evaluate:

   a. Examine the action
   b. Review use of strategy
   c. Consider the value

2. To demonstrate use of step 6 in evaluating a completed personal action which was carried out after application of the five preceding steps.

3. To be able to indicate what was learned in evaluating a personally completed action.

UNIT III, LESSON 9 -- P2

ANALYSIS NARRATIVE AND RECOMMENDATIONS

GENERAL FUNCTION: To review the concepts and skills presented in the unit and test for unit objectives.

OBJECTIVES:

1. To be able to indicate knowledge of the meaning of course-given value terms.

2. To be able to recall the three things which are done in each of the strategy steps in order to carry them out.

3. To be able to state a value problem for a situation chosen by the student.

4. To be able to list at least three different action ideas for a value problem chosen by the student.

5. To be able to restate a general action idea so that it is specific.

6. To indicate consideration of possible effects of student-generated action ideas in four areas (values, feelings, health and safety, and possessions) on the person acting.

7. To indicate consideration of possible effects of student-generated action ideas in four areas (values, feelings, health and safety, and possessions) on the other persons involved.

8. To be able to recall what is asked when thinking of the general effects of an action: What might happen if everyone did this?

9. To be able to apply the question for general effects when reviewing possible effects of specific student-generated action ideas.

10. To be able to recall the names of the three course-given ways of gathering information about the point of view/ feelings of others: role taking, examining past experience, and asking directly.

11. To be able to state what uses can be made of the information gathered in the Evaluate step (i.e., to help one act in the future in a way that shows that value; and, to help one use the strategy better).

ANALYSIS NARRATIVE

Effectiveness:

See the analyses of Lessons 1 through 8 for Unit Test Data.

In two classes (5-1 and 2) the teacher felt that the concepts of specific and possible and the presentation of Judge and Evaluate were particularly confusing to his students in Unit III. Another (6-1) said the review was very good and the students had no trouble with the test. In another class (9-1) the teacher reported that the students had no problem with the concepts presented in Unit III.

Presentation:

Time. In only two classes (2-1, 4-1) did the teachers report completing the review parts of the lesson within thirty minutes. All of the teachers reported giving the unit test in a separate session. Some did not even complete the review parts in one session but had to continue it in the second session prior to giving the test. Times were apportioned roughly as follows:

Class Code	Time Session 1	Time Session 2 (sans test
2-1	30	0
3-1	45	10
3-2	45	10
4-1	27	0
5-1	45	15
5-2	45	15
6-1	50	0
7-1	50	0
8-1	65	0
9-1	35	*

*(Parts 3 and 4 were completed on another day but no times were given.) One teacher (4-1) felt very rushed giving the review parts. One (8-1) reported that it was much too long.

Mode. The Teacher Mode is prescribed for this lesson. No other mode is provided.

Student behavior. In two classes (3-1 and 2) the teacher felt that students responded remarkably to the realization that they would be called on to memorize the strategy and its substeps. "They rose to the challenge," as the teacher reported. One student even produced a memory sentence for all the items of the strategy. All the students took worksheet 16 home to memorize the substeps. In one class (9-1) the teacher scolded two students for clowning during Part 1. In this same class, the teacher reported being embarrassed because one student wrote the test in an "Italian dialect."

Teacher-recommended changes. Although all teachers reported using two sessions for the lesson, only two (4-1, 6-1) suggested making it two lessons. One (7-1) suggested 3 sessions: two for the review, one for the test. One (8-1) suggested that the lesson be shortened. In two classes (3-1 and 2) the teacher suggested that more sessions of memory review be built into the lessons of the unit so that the shock of Lesson 9 is minimized.

Part 1, Get ready (study book page 33). In one class (6-1) the teacher rated this part as especially good. In one observed class (7-1) the teacher took 11 minutes to review the values on worksheet 13; in the other observed class (9-1) the teacher took 4 minutes for the part and had to scold two students.

Part 2, Review exercise 1 -- Review topic 1 (study book page 34). In three classes (2-1, 6-1, 9-1) the teachers rated this part as especially good. In one observed class (7-1) the teacher used an overhead projector with study book page 34 and showed the students how to do the first item. The part took 17 minutes to complete. (15 minutes for students work.) Their responses were appropriate. In the other observed class (9-1) the part took 9 minutes. A review of student materials show that in all but one class, most of the students responded appropriately to studybook page 34. In the one class (7-1) only 7 of 18 students responded.

Part 3, Review exercise 2 -- Review topics 2, 3, and 4 (worksheet 16). In three classes (3-1, 3-2, 6-1) the teachers rated this part as especially good. In two classes (3-1 and 2) the teacher had students take worksheet 16 home to memorize substeps. Many could recall the the substeps even without a chance to study.

In one observed class (7-1) the teacher reviewed the strategy on study book page 10 using an overhead projector; he elaborated each substep. The teacher then orally conducted students through the first item on worksheet 16, as they as a class placed the substeps under their steps. This part took 18 minutes in this class. In the second observed class, the part took 22 minutes. In neither class did students get to do page 2 of the worksheet. In one class (7-1) the teacher omitted the modeling from Lesson 8.

Part 4, Review exercise 3 -- Review topics 5, 6, and 7 (study book page 33). In one class (6-1) the teacher rated the part as especially good. In both observed classes (7-1, 9-1) the observer reported that the part was omitted due to lack of time. Both teachers reported completing this part in a second class session prior to giving the test. As noted earlier several teachers did not complete the review in one session. No other pertinent data.

Part 5, Unit Test. In two classes (6-1, 9-1) the teachers rated the part as especially good. In only one class (8-1) did the teacher report student difficulty with the test. The teacher reported that even the brighter students needed an explanation of what the "testers" wanted. In one class (4-1) the teacher started the test in one session and completed it (in 10 minutes) in the second.

RECOMMENDATIONS

Preliminary recommendations:

Time: If the changes in measured objectives suggested in previous lessons are adapted, certain review exercises will be dropped from the lesson and it will be shorter. Nevertheless, it is probable that the revised lesson will still take a normal class session to complete. Therefore, it is recommended that a note be added to the Teacher's Manual to indicate the probable length of the lesson and the unit test and urge that if possible, the test schedule be given immediately after the review in the same class session. If this is not possible it should be noted that the test should be given as soon as possible after the review.

Objectives: The objectives would be revised to reflect those measured lesson objectives recommended for deletion or change.

Part 1. It is suggested that this part be revised to reflect changes in the topics reviewed as a result of changes in the measured objectives. Mainly, this would include dropping item 1, examples of general value terms, and item 5, naming the four areas of effect consideration, from study book page 33 and the Teacher's Manual directions.

Part 2. It is recommended that this part be dropped to reflect the deletion of knowing the general value term as a measured objective. This would require dropping study book page 34.

Part 3. It is recommended that this part remain essentially unchanged. Though students had problems with the items for Topic 3, Making Ideas Specific, the revised instruction provided in the unit should ensure greater success with this item.

It is recommended, however, that the review of the uses of the evaluate information now in the Teacher's Manual be revised to be congruent with the instruction in this and previous units with regard to evaluation and its purpose.

Part 4. It is recommended that this part be revised to reflect the dropping of knowledge of the four effects areas as a measured objective. This would require dropping the review item from study book page 35 and the Teacher's Manual. Finally, to help ensure the success of the review, the following general changes are suggested.

If after the review, the teacher is still not convinced that the students are well enough prepared for the unit test, he/she should do another review. To facilitate this review, the teacher would be provided with the topics listed on study book page 33, which are referenced back to remedial exercises and/or lesson exercises that could be repeated to reinforce the topic.

Part 5: It is suggested that the unit test be revised to reflect changes and deletions made in the measured objectives. Mainly this would involve dropping the item on general value terms and recalling the four areas of affect consideration.

It is also recommended that directions to the teacher with regard to interpretation of the unit test after completion be changed. They should be consistent with previous units with regard to marking, grading, and student feedback.

Final recommendations:

General. The preliminary recommendations will be incorporated into the lesson with the following exceptions.

A. In part 3, review topic 2 regarding the specificity of ideas will become a separate review exercise and will be on a study book page instead of a worksheet.

G. The teacher will not be provided with a list of remedial exercises which can be repeated at the end of the review. Instead, an optional review will be provided as described below.

Further recommendations. Staff review of the analysis narrative and preliminary recommendations suggested the following additional changes.

A. Uses of the evaluate information as a measured objective will be dropped along with knowledge of the general value terms and the four effects areas.

B. An optional exercise will be provided for reviewing the strategy steps. This review will have the teacher quickly lead the students through the application of the strategy to a given problem situation. The purpose would be to demonstrate how the strategy is used quickly all at once and to prepare the students for the strategy application question in the unit test.

External review. No change suggested by reviewers.

Affirmative action. No change necessary.

General function and final objectives:

General function. To review the concepts and skills presented in the unit and test for unit objectives.

Objectives.

1. To be able to recall the three things which are done in each of the strategy steps in order to carry them out.

2. To be able to state a value question for a situation chosen by the student.

3. To be able to list at least three different action ideas for a value question chosen by the student.

4. To be able to restate a general action idea so that it is specific.

5. To be able to recall what is asked when thinking of possible general effects of an action: What might happen if everyone did this action?

6. To be able to apply the question for general effects when reviewing possible effects of a specific student-generated action idea.

7. To be able to recall the names of the three course-given ways of gathering information about the points of view/feelings of others: role taking, examining past experience, and asking directly.

UNIT IV, LESSON 1

ANALYSIS NARRATIVE AND RECOMMENDATIONS

GENERAL FUNCTION: To review the use of the strategy in resolving value problems prompted by examination of stated values and to provide practice in using the first strategy step in this mode.

OBJECTIVES:

1. To be able to state a value problem prompted by a value chosen by the student.

2. To be able to recall that, in addition to a problem situation, wanting to do something to show a value of one's own initiates use of the Ethical Action strategy.

3. To be able to set up a device for use in checking the application of the strategy.

ANALYSIS NARRATIVE

Effectiveness:

Responses to test item II, 1 which measured objective 1 showed definite improvement in all but three classes (3-2, 5-2, 7-1). In 3-2 there was slight improvement and in the other two, there was no change. Final achievement was very high in three classes (2-1, 3-1, 3-2) moderate in three classes (5-1, 6-1, 9-1) low in two (4-1, 8-1) and very low in the remaining two (5-2, 7-1).

Responses to test item I, 1 which measured objective 2 showed definite improvement in five classes (2-1, 3-1, 4-1, 6-1, 9-1), a definite loss in one class (3-2), and little or no change in the rest (5-1, 5-2, 7-1, 8-1). Final achievement was moderate in two classes (3-1, 3-2) low in two classes (2-1, 6-1) and very low in the rest (4-1, 5-1, 5-2, 7-1, 8-1, 9-1).

Objective 3 was not measured by the test. Examination of student responses, however, indicated that most students in most of the classes were able to set up a record form.

One teacher (4-1) said his students did not see the difference between the two things that prompt use of the strategy. Two teachers (2-1, 5-2) said the lesson went very well. Three teachers (2-1, 6-1, 7-1) said the narrator talked too fast which made it hard for students to understand the lesson.

Presentation:

Time. Time used for this lesson ranged from 34 minutes (3-2) to 60 minutes (8-1). Three classes (4-1, 5-1, 6-1) required 35 minutes. Three other classes (2-1, 5-2, 9-1) used 37 to 39 minutes. One class (7-1) used 55 minutes. In 3-1, 29 minutes were required, but Part 6 was omitted. Three teachers (2-1, 5-1 and 2, 7-1) said the lesson was too long for one class session.

Mode. One teacher (3-1 and 2) used the Teacher Mode in both of his classes. The others all used the Tape and Teacher Mode.

Student behavior. The observer reported that in 9-1 there was an undercurrent of noise from about half the class throughout the lesson.

Teacher-recommended changes. One teacher (2-1) recommended that the tape allow more time for students to do the exercises. Another teacher (3-1 and 2) suggested that sample items be added to the exercise on study book page 36. A third teacher (5-1 and 2) recommended that the activity in which students write personal meanings for their values be made a homework assignment, thus shortening the lesson.

Instruction:

Part 1, Get ready. Two teachers (6-1, 9-1) said this part went better than usual. No other information.

Part 2, Looking at values to start use of strategy (study book page 36). Two teachers 6-1, 9-1) labeled this part "good." One teacher (3-1 and 2) said his students had trouble with the exercise. In 3-2 he had the students do the first two items and then discussed the answers with them before having them do the rest of the items. In 7-1 the observer reported that about half the class called out the right answers. In two classes (8-1, 9-1) the teachers said they thought their students understood the difference between the two things that initiate use of the strategy. Test results did not bear this out, however. (See "Effectiveness" section above.) One teacher (4-1) said he did not think his students understood the difference. This is borne out by the final achievement scores for objective 2 (see above). In the observed classes time for this part ranged from 4 to 5 minutes (2-1, 9-1) to 10 minutes (7-1). Classes 3-1 and 3-2 took 6 to 7 minutes.

Students responses showed that in most classes about three fourths of the students returned papers with the correct answers. In all classes except 8-1 and 7-1 for which only three papers were ret ned) there was evidence of answer change, probably after feedback.

Part 3, Setting up a record form. Three teachers (2-1, 6-1, 9-1) labeled this part good. Time used in observed classes ranged from 6 minutes (2-1, 9-1) to 10 minutes (7-1).

Student responses showed that in seven classes (2-1, 3-1, 3-2, 4-1, 5-1, 6-1, 9-1) the majority of students used Form 2. In two other classes (7-1, 8-1) papers that clearly represented use of the strategy in any form were returned by only about one fourth of the class. In 5-2 the majority of students returning papers used Form 3.

Part 4, Selecting values to work with. Two teachers (6-1, 9-1) labeled this part good, although the teacher in 6-1 said she had to reinforce the directions in this part and Part 5 because the narrator talked too fast. In one class (9-1) the teacher reported the students were confused about what they were supposed to do and he had to reexplain. Another teacher (7-1) reported that his class had trouble with this part and Part 5 because they are only willing to work with values that don't reveal too much of themselves. In one class (3-2) the teacher wrote an example of a value and its description on the board. In two classes (5-1 and 2) the teacher reported his students had no trouble giving descriptions of value terms and suggested this might be made a homework assignment.

Examinations of student responses showed that in all classes (except 5-1 and 8-1 for which papers were returned from only half the class and 7-1 for which no papers were returned) all students listed and gave descriptions of three or more (a number listed six or even seven) of their personal values. In most classes, each of the eleven terms on the survey worksheet from Unit III was listed by at least one student. The values most often listed by all students in all classes were: family, friendship, freedom and an exciting life. A few students in some classes listed terms other than those given on the survey.

In the observed classes time used for this part ranged from 6 minutes (2-1, 7-1) to 10 to 11 minutes (3-1, 3-2).

Part 5, Describe how values are acted on (study book page 38). Two teachers (2-1, 6-1) labeled this part "good." In two classes (3-1, 3-2) the exercise on page 38 was done orally because time was running short. The observer reported that in 3-1 about half the class volunteered to give each answer. In 7-1 the observer reported that the students' answers indicated they did not understand the difference between describing what the value means and listing specific actions. Two teachers (6-1, 8-1) reported that their students had no difficulty thinking of things they did to show their values. Time used for this part ranged from 9 minutes (3-1 and 2) to 16 minutes (7-1); 2-1 took 12 minutes and 9-1 used 10 minutes.

Student responses showed that in three classes (2-1, 3-1, 3-2) most of the class listed things done for at least part of their value list. In five other classes (4-1, 5-1, 6-1, 8-1, 9-1) a third or less of the class did so. A number of students in 5-2 and several students in 5-1 and 9-1 may have been confused by the directions for this part because they wrote additional actions for the value terms given in the exercise of page 38 and also plussed and minused these actions instead of plussing and minusing their own value terms. Responses to the exercise on page 38 showed very few correct papers with no evidence of change after feedback in five classes (4-1,5-1, 5-2, 7-1, 8-1). In three classes (2-1, 5-1, 9-1) more than half the class corrected papers and there was some evidence of change after feedback.

Part 6, Identify a value problem. Two teachers (2-1, 6-1) labeled this part "good." In one class (3-1) this part was omitted because of lack of time. (Student responses, however, indicate that this was done at another time.) The observer reported that in 3-2 the teacher collected the students' personal record sheets. Time used for this part in the observed classes (2-1, 7-1, 9-1) was 4 to 5 minutes.

Student responses showed that in six classes (2-1, 3-1, 3-2, 4-1, 5-1, 6-1) the majority of students returned personal record sheets and almost all of those who did so stated their value problem correctly. In 5-2 eight students correctly stated a value problem. The others either named a value, described a situation, listed action ideas, or wrote nothing. In 7-1 one student correctly stated a value problem and three others listed a value. In 8-1 three fourths of the class wrote a value problem statement using the proper form; this included a number of students who didn't have a recognizable personal record sheet. Several students in this class wrote a value problem statement for each of the values they had listed. In 9-1 nineteen students stated a value problem in its proper form but four of these statements were nonserious in nature. Each of the eleven value terms on the survey used in Unit III was involved in the problem stated by students. Values most frequently named were: freedom, friendship, family, self-respect, exciting life, and equality (in that order). One student in 3-2 commented on the record sheet that he/she wasn't working with a value problem, just a value.

RECOMMENDATIONS:

Preliminary recommendations

Throughout this lesson the word "problem" in the first step name should be changed to "question" as recommended in Unit II, Lesson 1.

Time: The time needed to complete this lesson was a problem for a number of classes. It is therefore recommended that Part 6, Identify the Value Question, be moved to Lesson 2 of this unit. (Lesson 2 ran shorter than most lessons in all classes and as revised will be shorter yet.) This would probably cut off five minutes from the time required for this lesson. It would also give teachers more time to work with students who still do not understand how to state a value queston.

Objectives. If the change suggested above is made, objective 1 for this lesson would be shifted to Lesson 2.

Part 1, Get ready. No change suggested.

Part 2, Looking at values to start use of the strategy. Student performance on the test item which measured the objective covered in this part was very poor in most classes. This may have been due in part to the way the test question (I, 1) was worded: "There are two occasions when you might use the strategy ..." In the lesson, however, this is stated as "two ways to begin to use the strategy." The difference may have confused some students.

The instruction in the lesson, however, also needs clarification. Perhaps an analogy of some sort would be useful. For example, something like: There may be two different things which cause you to go shopping. One thing might be that you really need an item, such as a new gym suit (otherwise you won't be allowed in gym class). But another thing might be that you want to see what new items are being offered in the stores. (This is awkward and not too close an analogy; hopefully, we can come up with a better one.) It would also be useful to add a sample item to the exercise on study book page 36, as suggested by one teacher (3-1 and 2).

Part 3, Setting up a record from. No change suggested.

Part 4, Selecting values to work with. It is recommended that a note be added to the Teacher's Manual suggesting that in classes where time may be a problem, the teacher tell the students to list and/or describe no more than four or five values. (As noted above, a number of students listed six or seven.) One teacher suggested that the descriptions be done as a homework assignment, but this is probably not practical. The assignment would have to be made at the end of the last lesson in Unit III so that the students would have the list and descriptions ready to use for the next part of this lesson. If some students did not do the assignment (as is probably inevitable) they would have to take time in class to do it.

Part 5, Describe how values are acted on. Student responses to this part indicated that many students probably did not understand the difference between redescribing the value term and stating specific actions. This may have been due in part to the fact that the lesson ran long and by the time this part was reached, teachers were rushing to get finished. It should be emphasized in the Manual that unless students are able to make the distinction called for in this part, they may have difficulty thinking up action ideas in the next lesson. Therefore, the teacher should take time to be sure the students understand the difference. A sample item could be added to study book page 38 which the teacher would do with the class. Item 2 in this exercise might also be revised so that the distinctions are not so subtle; answers a and b are both actions, albeit general rather than specific. Having a narrator who talks slower would probably help to clear up some of the confusion, also.

Part 6, Identify a value problem. The change in wording recommended in Unit II, Lesson 1 may mean that students in this lesson will be more capable of stating a value question in its proper form. Actually, the student responses suggested that in all but two classes (5-2, 7-1) achievement on the test item measuring the objective covered by this part should have been higher than it was. The unusually long test and the fact that by this time some students may have been tired of the course or caught up in end-of-school activities may also be factors in the achievement level. In addition, the suggestion to move this part to Lesson 2 may give the teacher more time to work on this part with students who still do not understand the format and the reason for its use.

Final recommendations:

General. The preliminary recommendations will be incorporated into the lesson with the exception noted below.

Part 3, Setting up a record form, will be moved to Lesson 2 because the students will no longer use the form in Lesson 1 and setting up the form disrupts the lesson continuity.

Further recommendations. Staff review of the analysis narrative and preliminary recommendations resulted in the following additional changes being suggested.

A. Another analogy was suggested for use in Part 2. To make the point that use of the strategy may be initiated by a situation that is thrust upon you, or by a situation which you create, the analogy of how a game of catch gets started might be used. In one instance someone throws a ball to you -- you react by catching it. In another instance, you decide you want to play catch and you start the game.

B. Because the last part of the P2 lesson, Identifying the students' value problem, will be moved to Lesson 2, a new closing part for the lesson is needed. A completion exercise is suggested in which students would recall the two things that prompt use of the strategy. The teacher would provide feedback which would serve as a summation for the lesson.

External review. No changes suggested by outside reviewers were accepted.

Affirmative action. No change necessary.

General function and final objectives.

General Function. To introduce use of the strategy in resolving value questions prompted by examination of stated values and to provide opportunity to examine personal values relative to actions.

Objective.

> To be able to recall that, in addition to a problem situation, wanting to do something to show a value of one's own initiates use of the Ethical Action strategy. (Tested)

UNIT IV, LESSON 2

ANALYSIS NARRATIVE AND RECOMMENDATIONS

GENERAL FUNCTION: To provide instruction and practice in the use of the first part of Strategy Step 2, Think up Action Ideas, in the value-initiative mode.

OBJECTIVE: To be able to recall that action ideas may be sought from sources of experience or expertise, such as organizations, libraries, and school personnel.

ANALYSIS NARRATIVE

Effectiveness:

Responses to test item I, 2 which measured the objective for this lesson, showed a definite improvement in all classes except 5-2. In this class there was a definite decrement. Final achievement was high in four classes (2-1, 3-1, 3-2, 9-1), moderate in four classes (4-1, 6-1, 7-1, 8-1) and very low in the rest (5-1, 5-2).

Three teachers (2-1, 6-1, 9-1) reported that their students enjoyed the lesson; two of these teachers (2-1, 9-1) said their students were enthusiastic about consulting outside sources. One teacher (3-1 and 2) commented that the lesson was too easy for both his classes and another teacher (8-1) said that most parts of the lesson were "pretty obvious" to her students, and that the tape tended to be too repetitious. In 4-1 the teacher said that some of his students had trouble coming up with action ideas and in 5-2 the teacher reported his students still do not understand brainstorming -- they had failed to grasp the concept when it was presented in earlier units.

Presentation:

Time. Time for this lesson ranged from 19 minutes (3-1) to 45 minutes (7-1). Four classes (3-2, 4-1, 5-1, 9-1) required 20 to 25 minutes. The other four classes (2-1, 5-2, 6-1, 8-1) used 30 to 35 minutes. Generally, these times for all classes are much shorter than for most other lessons.

Mode. Two teachers (3-1, 8-1) used the Teacher Mode. One teacher (8-1) said she did so because the tape repeats itself too much. All other teachers used the Tape and Teacher Mode.

Student behavior. The observer reported that one class (4-1) was very restless and talkative throughout the lesson. In the other observed class (5-1) the students were noisy in the beginning of the lesson but settled down as the lesson progressed.

Teacher-recommended changes. One teacher (4-1) recommended that an exercise on the different kinds of action ideas be added because some of his students had difficulty coming up with ideas for their own problems. Another teacher (3-1 and 2) suggested that a warning be put in the Teacher's Manual that the teacher should stress the importance of students' actually contacting outside sources. He felt that students should be required to go through a SELECT (2 sources) COMMIT (themselves to contacting sources) and PERSEVERE process in contacting outside sources. This same teacher also suggested as an in-class activity that the teacher assemble a panel of outside sources to talk to the students and then answer questions.

Instruction:

Part 1, Get ready. Two teachers (6-1, 9-1) labeled this part "good." No other information.

Part 2, Kinds of actions. Two teachers (6-1, 9-1) labeled this part "good." No further information.

Part 3, Personal brainstorming. Two teachers (6-1, 9-1) labeled this part "good." In two classes (4-1, 5-2) the students had difficulty doing this activity. In 4-1 the observer reported that the teacher had to re-explain the directions. In 5-2 the teacher pointed out that this class had not understood brainstorming when it was presented in Unit III. The observer reported in 5-1 that about half of the students worked on this activity; the rest talked among themselves.

Examination of student responses showed that most of the students in five classes (2-1, 3-1, 3-2, 4-1, 8-1) returned papers on which they had brainstormed three or more ideas. About half the class in 6-1 and about a third of the class in 5-1 and 9-1 did so. One student in 6-1, however, listed 16 ideas grouped under the three types of action. In two classes (5-2, 7-1) no papers were returned which could clearly be construed as action idea lists.

Part 4, Other sources of ideas. Two teachers (6-1, 9-1) labeled this part "good." In 9-1 the teacher reported that he had re-explained what was to be done by checking with the students "each step for getting each action idea: stating value problem, brainstorming, writing action ideas down." This may have confused the students because these three things are neither Step 2 substeps nor the three things one does to brainstorm.

Part 5, Listing other sources. The observer reported in 5-1 that students enjoyed this part; they added sources to the list the teacher put on the board and students who had not participated before took part in suggesting sources. One teacher (6-1) labeled this part "good." Student response showed that in two classes (2-1, 8-1) three fourths of the students listed two or more sources. In 2-1 most of these students also told when and/or where they would contact the sources. Thirteen of the eighteen students in 2-1 indicated which ideas they had gotten from other sources. These sources most often were friends, teachers and family members. But also included were the principal, neighbors, the library, newspaper, educational TV programs, and a religious youth organization. In 8-1 ten of the students indicated the ideas which they had gotten from other sources. The sources given were family members, a minister, and a boyfriend. The teacher said students also contacted neighbors and used herself as a source. In three other classes (4-1, 6-1, 9-1) a third to a half of the students listed at least two sources. In these classes, however, there was little if any evidence that the students had actually consulted the sources that were listed; in 6-1, three students did have two lists of action ideas which might indicate that some of the ideas had been gotten from others. The teacher in 6-1, however, said three fourths of her students contacted parents, friends, neighbors, and other teachers. In three classes (3-1, 3-2, 7-1) virtually no students listed any sources. In 3-1, however, nine students returned with their papers signed notes from another person indicating that they had consulted someone else; it is not known, however, whether these notes represented consultation for this lesson or for lesson 5. The teacher for 3-1 and 2 said his students did not put much effort into this activity; most of them did not consult sources other than parents. In 5-2 about half the students copied the list of sources the teacher had put on the board; there was no evidence that any student consulted an outside source. The teacher, however, reported that one student did consult a person related to a local health agency. This teacher said that he did not think most students in both his classes (5-1, 5-2) would actually consult anyone other than friends or family because they generally don't trust other people, and certainly would not consult school-related people such as counselors.

Part 6, Close lesson. One teacher labeled this part "good." The observer reported that two students in 4-1 said they thought contacting other sources for ideas was "dumb."

RECOMMENDATIONS

Preliminary Recommendations:

Time. Because this lesson generally ran shorter than usual, it was recommended that the last part of Lesson 1 be placed at the beginning of this lesson. (See Preliminary Recommendations for Unit IV, Lesson 1.) With this addition, the time required for this lesson should be about 30 minutes.

Part 1, Get ready. If the last part of Lesson 1 is placed in this lesson, this part will need to be changed to reflect that.

Part 2, Kinds of actions. This part will now be presented in Unit III, Lesson 3 (See Preliminary Recommendations for that lesson). It has been recommended in the preliminary recommendations for Unit IV, Lesson 1 that Part 6 of that lesson (Identify the Value Question) be inserted here.

Part 3, Personal brainstorming. This part will need a revised lead-in because of the change noted above in Part 2. The lead-in should include a review of the kinds of actions presented in Unit II, Lesson 3. Changes suggested for earlier lessons on brainstorming should alleviate the need for further change in this part of this lesson.

Part 4, Other sources of ideas. No change suggested.

Part 5, Listing other sources. In order to ensure that students actually do consult the sources they list, it might be useful to suggest that the teacher ask the students to specify in writing when and/or where they will consult these persons. In classes where the teacher suspects that students will be reluctant to consult persons other than friends or family because of lack of trust in school personnel and other people in the community, it could be suggested that the teacher stress the use of nonperson sources (books, magazines, newspapers, TV, etc.) in addition to friends and family. It might also be suggested that if possible, the teacher have available in the classroom magazines, books, and newspapers that might be useful for some of the values more commonly involved in the students' value questions. Or perhaps the teacher might be able to get together a panel of resource persons from the community who would visit the class and suggest ideas involving various values, as suggested by one teacher (3-1 and 2). This teacher's other suggestion -- that students go through a Select, Commit, Persevere process (see teacher-recommended changes above) -- is not recommended because students might confuse this process with the Act step of the strategy.

Part 6, Close lesson. No change suggested.

Final recommendations:

General. The preliminary recommendations will be incorporated into the lesson along with the further recommendations listed below.

Further recommendations. As a result of staff review of the analysis narrative and preliminary recommendations, the following additional changes are suggested.

A. A new part will be added, following part 1, Get ready, in which students will prepare the personal record form they will use in this unit.

B. A brief review of the brainstorming process, referring to the study book page used in Unit II, Lesson 2, will be included in the lead-in to the part covering personal brainstorming. This part will now be part 4.

External review. In the PERSC review it was noted that a priest is depicted on study book page 40, used in this lesson, and that no members of the clergy of other faiths were depicted in the course. It is recommended, therefore, that the priest be replaced by a youth worker at a community center.

Affirmative action. No change necessary.

General function and final objectives:

General function. To provide practice in application of strategy step 1, Identify the Value Question and to provide instruction and practice in the use of the first part of strategy step 2, Think up Action ideas, in the value-initiative mode.

Objectives.

1. To be able to state a value question prompted by examination of a value chosen by the student.

2. To be able to set up a device for use in checking the application of the strategy.

3. To be able to recall that action ideas may be sought from sources of experience or expertise, such as organizations, libraries, and school personnel. (Tested)

UNIT IV, LESSON 3 -- P2

ANALYSIS NARRATIVE AND RECOMMENDATIONS

GENERAL FUNCTION: To provide instruction and practice in the use of the second and third parts of the second strategy step, Think up Action Ideas, in the value-initiative mode.

OBJECTIVES:

1. To be able to generate for a self-chosen value at least three specific action ideas which have not been previously used in the course.

2. To be able to indicate particular sources of experience and expertise that could be used in seeking action ideas for given values.

ANALYSIS NARRATIVE

Effectiveness:

Responses to test item II, 3 which measured objective 1, showed that in six classes (2-1, 3-2, 4-1, 5-1, 8-1, 9-1) there was definite improvement. In one class (6-1) there was a definite loss, mostly because students did not spell out "what " in their action ideas. In three classes (3-1, 5-2, 7-1) there was little or no change. Final achievement ranged from high in one class (2-1) through moderate in three classes (3-1, 3-2, 4-1) and low in two classes (8-1, 9-1) to very low in the remaining four (5-1, 5-2, 6-1, 7-1).

Responses to test item I, 4, which measured objective 2, showed definite improvement in all but three classes (2-1, 5-2, 9-1). In 5-2 there was a definite decrement; in the other two there was little or no change. Final achievement was very high in two classes (2-1, 3-1), high in two other classes (4-1, 6-1), moderate in four classes (3-2, 5-1, 8-1, 9-1) low in one class (7-1) and in one other class (5-2) very low.

Presentation:

Time. Time used for this lesson ranged from 28 minutes (9-1) to 40 minutes (2-1). In four classes (3-1, 4-1, 6-1, 7-1) 31 to 35 minutes was used. In the remaining classes (3-2, 5-1, 5-2, 8-1) the teachers either omitted parts during this session, did additional activities such as checking the ideas on each students' paper, or combined lessons; therefore, the time recorded for the lesson is not accurate in terms of how long it took to complete the actual parts of this lesson.

Mode. All teachers used the Teacher Mode because there was no tape provided for this lesson.

Student behavior. The observer reported that in one class (5-2) the students seemed more on task than usual. In another class (6-1), however, the students were unusually noisy and there was less participation than usual.

Teacher-recommended changes. None.

Instruction:

Part 1, Get ready. Three teachers (2-1, 6-1, 9-1) labeled this part "good." One teacher (7-1) reported that his students felt the strategy was not applicable to their problems.

Part 2, Sharing of sources. Three teachers (2-1, 6-1, 9-1) labeled this part "good." In four classes (2-1, 5-1, 6-1, 9-1) it was reported that some students did share their sources with the class. In 6-1, however, three students refused to share when called on. In 6-1 a student said that the only useful sources was "friends." In 5-1 one student said he found using other sources useful; one student said it was not useful. There were no other comments reported on the usefulness of other sources.

Part 3, Make sure actions are specific. Three teachers (2-1, 6-1, 9-1) labeled this part "good." Two teachers (6-1, 7-1) required their students to do the exercise on study book page 30 as well as review the questions at the top of that page. (The teacher in 6-1 gave incorrect feedback for item 3 which omitted "what.") These same teachers, however, did not ask their students to make their own action ideas specific. (In 7-1 this was because the students had not listed any ideas.) Two teachers (3-2, 4-1) noted that a number of their students couldn't make their ideas specific without help; in 3-2 the teacher said this was about one third of his class. The observer reported in 5-1 that the teacher used the term "specificity" which confused the students; one student said "It's not in the dictionary."

Student responses showed that in seven classes (2-1, 3-1, 3-2, 4-1, 6-1, 8-1, 9-1) a quarter to a third of the class listed three specific and possible ideas. In 5-1 only five students did so. In 5-2 and 7-1 no students did so. In all classes the nonspecific ideas listed by students more frequently omitted telling "what" than "when or where." In 5-1 and 5-2 most of the class listed no ideas at all on their record sheet. In most classes there was little or no evidence of correction of nonspecific ideas and no indication, except in 3-2, that the teacher had checked to make sure the students had recorded specific and possible ideas.

Part 4, Check if actions are possible. Three teachers (2-1, 6-1, 9-1) labeled this part "good." In one class (5-1) the students were asked to check for possibility as homework, because the lesson ran overtime. In another class (8-1) the teacher put five of the students' action ideas on the board and had the class work as a group to check if they were specific and possible. The teacher in 4-1 reported that he was surprised at the number of students in his class who were unable to check for possibility.

Part 5, Close lesson. Three teachers (2-1, 6-1, 9-1) labeled this part "good." No further information.

RECOMMENDATIONS

Preliminary recommendations:

Time. Time does not seem to be a problem with this lesson so no changes are suggested in order to shorten or lengthen the lesson.

Mode. It is recommended that the Teacher Mode be retained.

Part 1, Get ready. No change suggested.

Part 2, Sharing of sources. No change suggested.

Part 3, Make sure actions are specific. Add a note to the Teacher's Manual calling on the teacher to ask how many students have listed ideas like "help someone" or "be nicer" or "show respect." The teacher should then remind the students that such ideas are not specific because they do not tell what action the person would be doing. The need for doing remedial items with a class that does not perceive this should be further emphasized.

Part 4, Check if actions are possible. No change suggested.

Part 5, Close lesson. No change suggested.

Final recommendations:

General. The preliminary recommendations will be incorporated into the lesson.

Further recommendations. Staff review of the analysis narrative and preliminary recommendations suggested no additional changes.

External review. No changes were suggested by outside reviewers.

Affirmative action. No change necessary.

General function and final objectives:

General function. To provide instruction and practice in the use of the second and third parts of strategy step 2, Think up Action Ideas, in the value-initiative mode.

Objectives.

1. To be able to generate for a self-chosen value at least three specific action ideas which have not been previously used in the course.

2. To be able to indicate particular sources of experience and expertise that could be used in seeking action ideas for given values. (Tested)

UNIT IV, LESSON 4 -- P2

ANALYSIS NARRATIVE AND RECOMMENDATIONS

GENERAL FUNCTION: To provide instruction and practice in the use of the third strategy step, Consider Self and Others, in the value-initiative mode.

OBJECTIVES:

1. To be able to spontaneously include others not immediately involved, when describing anticipated consequences for others. (measured)

2. To be able to spontaneously consider general effects when describing anticipated consequences of an action.

3. To be able to apply direct questioning and examining past experience as techniques to ascertain values held by others.

ANALYSIS NARRATIVE

Effectiveness:

Responses to test item I, 5, which measured objective 1, indicate that there was definite improvement in all but two classes (5-2, 7-1). In 5-2 there was a definite decrement and in 7-1 there was no change. Final achievement ranged from moderate in four classes (2-1, 3-1, 4-1, 6-1) through low in three classes (3-2, 5-1, 9-1) to very low in the remainder (5-2, 7-1, 8-1).

In connection with this same objective it should also be noted that in most classes only a very few students listed others beyond those persons immediately involved by their action ideas. In two classes (5-1, 8-1) no students did so. (This activity was not done in 7-1 because students had no action ideas to work with.)

The other two objectives were not measured by the unit test. Two teachers (2-1, 9-1) said the lesson went well, although the observer noted a number of behavior problems in 9-1. The observer also noted that in 6-1 the students did not seem involved with the lesson although the teacher in that class said she found the lesson quite interesting. The teacher in 7-1 said his students were not involved with the lesson.

Presentation:

Time. Time required for this lesson ranged from 30 minutes (4-1) to 41 minutes (9-1). One class (5-2) took 32 minutes. The remaining classes (2-1, 3-1, 3-2, 5-1, 6-1, 7-1) used from 35 to 40 minutes. Class 8-1 did not record the time used for this lesson because Lessons 3 and 4 were done in the same session.

Mode. All teachers used the Tape Mode throughout except 6-1 who read the script because of an inoperative tape player.

Student behavior. The observer reported that in 6-1 the students did not seem involved with the lesson; in the last half of the lesson about half the class talked among themselves. In 9-1 the observer reported that there was an undercurrent of noise throughout the lesson, with about half the class paying no attention during one or another parts of the lesson.

Teacher-recommended changes. None.

Instruction:

Part 1, Get ready. One teacher (9-1) labeled this part "good." The observer, however, reported that in this class at least half the students were singing along with the music and not paying attention.

Part 2, Review areas of consideration. One teacher (6-1) labeled this part "good." In one class (9-1) the observer reported that the teacher played the tape over again and reexplained the instructions even though the students did not indicate they had any problems with this part. The students were, however, talking among themselves while the tape was being played.

Part 3, Consider effects of their own action ideas on self. One teacher (6-1) labeled this part "good." In one class (9-1) a few students objected to being asked to write their names (they reminded the teacher that they were supposed to use code numbers to preserve their privacy.) In this same class half the students talked, sang and drummed on their desks during this part. The teacher then replayed the tape and reexplained the directions, even though the class had not indicated any problem with the activity.

Student responses showed that in seven classes (2-1, 3-1, 3-2, 4-1, 6-1, 8-1, 9-1) a half to three fourths of the students noted effects on self for each of their three action ideas. In 5-1 and 5-2 only a few students did so, and in 7-1, no students did so.

Part 4, Modeling of "wider range of others" (study book page 41). In 9-1 the teacher replayed the tape and reexplained the directions even though the students had no questions. The observer reported, however, that many students in this class sang the song "Maria" during the modeling and the writing activity. The observer also reported that one student objected to the feedback for the "listing others affected" activity, saying that this one small action wouldn't affect the whole nation. One teacher (5-1 and 2) said the chart on study book page 41 was hard for his 5-2 students to understand. He felt that using arrows from the "self" circle outward might help to clarify it.

Student responses showed that in five classes (2-1, 3-1, 3-2, 4-1, 6-1) most of the students listed appropriate groups of persons affected by the

action modeled on the tape. In three classes (5-1, 5-2, 9-1) only a quarter to a third of the class did so. In two classes (7-1, 8-1) papers were not returned for this activity.

Part 5, Application of "wider range of others" concept: case studies (study book page 41). One teacher (6-1) labeled this part "good." In one class (8-1) the teacher said she presented the concept "in general" instead of relating it to the case studies. In another class (7-1) the teacher reported that the students called this part "jive." In both these classes (7-1, 8-1) no student papers for this part were turned in. One teacher (3-2) reported that in his class the students chose their answers directly from the diagram of others on study book page 41 so their answers were in terms of general groups rather than specific persons or combination of persons and groups. Examination of student responses from other classes showed that in most classes a third to a quarter of the students also listed only groups from the diagram. In one class (5-2) only four students returned papers that were clearly written for this part of this lesson. Generally, about half the students in most classes worked with case 1 and half with case 2. In one class (9-1) the observer reported that the answers volunteered by the students for the first case study were appropriate. For the second case, they were not appropriate but no corrective feedback was reported by the observer.

Part 6, Application of "wider range of others" concept: students' own action ideas. In one class (7-1) this part was not carried out because the students had listed no ideas of their own. In another class (8-1) the teacher did not relate the concept to the students' own ideas. In a third class (9-1) the teacher replayed the tape and reexplained the directions even though the students had no questions about what to do.

Student responses to this part showed that in most classes only a very few students (2 to 6) listed others beyond those persons (usually family and friends) immediately involved by their action ideas. In two classes (5-1, 8-1) no students listed any "others" except friends and family members.

Part 7, Consider effects of their own action ideas on others. One teacher (6-1) labeled this part "good." In one class (7-1) this part was not done because students had no action ideas of their own. In one class (9-1) the observer reported that the students' comments about the modeling (especially about the statement "I know she can't afford to go on her own") were "that's cold" or "that's jive."

Student responses showed that the number of students noting effects on the others they did list for their three ideas was surprisingly low in all classes. In three classes (2-1, 3-2, 6-1) a half to a third of the students did so. In three other classes (3-1, 4-1, 9-1) a fourth or less of the students noted effects on others. In the other three classes (5-1, 5-2, 8-1) virtually none of the students noted effects on others for any of their ideas.

Part 8, Thinking of general effects. One teacher (6-1) labeled this part "good." The observer said that in 9-1 it seemed as if no one recorded general effects for their ideas; student responses, however, indicated that six students did so for three ideas and three other students did so for one of their ideas.

Student responses from the other classes showed that in three classes (2-1, 3-1, 3-2), about half the students noted general effects for one or more of their ideas. In three other classes (4-1, 6-1, 8-1) about one fourth of the class did so. In the three remaining classes (5-1, 5-2, 7-1) no students noted any general effects for any ideas.

RECOMMENDATIONS

Preliminary recommendations:

In considering change in this lesson, it should be noted that the relatively mediocre to poor achievement on the test item which measures the first objective is echoed in the performance of most students on Step 3 of the strategy in this unit. Very few students did consider others not immediately involved. Looking back at the action ideas of most of the students, however, suggests that this failure to consider a wider range of others might be as much a function of the type of ideas they were working with as it is an indication that they didn't grasp the concept of "wider range of others." Many students were working with ideas so vague and general that they could hardly be expected to conceive of real consequences to anyone. Other students who had specific actions listed were working with ideas that only by stretching concrete reality to a large degree could be thought to have effects on persons other than those immediately involved. For example, an action idea such as "going to the shore next weekend" conceivably could, in addition to affecting the student and his family or friends, have effects on the community that collects the beach fees, the state that collects road tolls, the owners of restaurants or other shops where purchases are made, the other persons using the beach and driving on the roads, etc. But it would appear that many students either couldn't think in these "wide range" terms or did not grasp from this lesson the reason for doing so.

Time. The time needed for this lesson ran a little longer than 30 minutes in most classes. The teacher, therefore, should be alerted that the lesson might take 5 to 10 minutes longer. It might also be suggested that if there is not time to complete Parts 7 and 8 in class (in which students consider effects on others and general effects) the students could do this as a homework assignment. It would be necessary, however, for the teacher to either check their record sheets before the beginning of the next lesson to make sure they had completed Step 3 or have the students check for this in situations where the teacher had decided not to look at the students' record sheets.

Part 1, Get ready. No change suggested.

Part 2, Review areas of consideration. The review of the four areas might be a little lighter since the students are not asked to memorize the areas in Unit II. Something like: "Remember in Units II and III you considered the effects of your actions for four areas: (name them). In this unit I'd like to emphasize one, the area of values." Then go on to point out that actions may have negative or neutral effects as well as positive effects. They must make sure that their actions have positive effects -- show that the value they are working with is important to them -- in addition to noting the effects on self in the other areas of feelings, health and safety, and possessions.

Part 3, Consider effects of their own action ideas on self. Delete the reference to putting the initials for the four areas on their record sheets. No other change suggested.

Part 4, Modeling of "wider range of others." Since neither the modeling nor the case studies in Part 5 show effects on the "world," this category might be dropped.

Part 5, Application of "wider range of others" concept: case studies. It is recommended that the students be asked to first copy on their paper the groups given in the diagram on page 41. Then they will be asked to list on the line after each heading any person or groups of persons in that category who might be affected by the action in the case they chose to work with. For example; School: principal, counselors, other students; Community: store owners, shoppers. It should also be emphasized in the Teacher's Notes that the teacher should not only ask the students to share the persons or groups on their lists but also to indicate in what way each person or group might be affected. (In the two observed classes it was not reported that the teachers did this.)

It is also recommended that the second case study on page 41 be changed to more closely resemble the action ideas that students actually came up with, such as "get some of my neighbors together and clean up our block this weekend."

Part 6, Application of "wider range of others" concept: students' action ideas. It is recommended that the students be asked to look at the diagram on page 41 and try to think of persons and groups in each of the categories (except possibly "nation") who might be affected in some way by one of their ideas. The teacher should be asked to check to make sure students did so, possibly by calling on some students to indicate which categories they had listed persons and groups for.

Part 7, Consider effects of their own action ideas on others. The part should be somewhat simpler for the students to do since they are no longer required to list effects in four areas for each of the "others" considered. The teacher should be asked to check or have the students check to make sure that the students actually complete this step, however.

Part 8, Thinking of general effects. No change suggested.

Final recommendations:

General. The preliminary recommendations will be incorporated into the lesson along with the further recommendations given below.

Further recommendations. Staff review of the analysis narrative and preliminary recommendations suggested the following additional changes.

A. The modeling and the case studies used in parts 4 and 5 should be revised so that they parallel exactly what the students are asked to so in part 6 when they apply the concept of "wider range of others" to their own action ideas.

B. In part 5 where the students list others affected by their actions, they should be told to use initials rather than the names of the persons.

C. It was recommended that objective 3 be dropped. Although the students will continue to do this as an activity in the lesson, it seemed unnecessary to make it an objective because a similar objective was measured in the Unit III lesson covering step 3.

External review. No changes suggested by outside reviewers.

Affirmative action. No change necessary.

General function and final objectives.

General function. To provide instruction and practice in the use of strategy step 3, Consider Self and Others, in the value-initiative mode.

Objectives.

1. To be able to spontaneously include others not immediately involved when describing anticipated consequences of an action for others. (Tested)

2. To be able to spontaneously consider general effects when describing anticipated consequences of an action.

UNIT IV, LESSON 5 -- P2

ANALYSIS NARRATIVE AND RECOMMENDATIONS

GENERAL FUNCTION: To provide practice and instruction in the use of the Ethical Action Strategy Step 4, Judge, and Step 5, Act, in the value-initiative mode.

OBJECTIVES:

1. To be able to apply the things you do to carry out the Judge step (be objective; review and summarize information; and change or reject) for self-chosen action ideas which have not been used previously in the course.

2. To be able to spontaneously seek assistance from more knowledgeable others in achieving objectivity.

3. To be able to apply the things you do to carry out the Act step: select, commit, and persevere.

4. To be able to recall at least three course-given methods which may be used to assist in persevering to accomplish/complete an ethical action.

ANALYSIS NARRATIVE

Effectiveness:

Objective 1 was measured by three items in the unit test: Item II, 4a, which measures application of the "be objective" substep; II, 4b, which measures application of the "review and summarize" substep; and II, 4c, which measures application of the "change or reject" substep. Student performance on each of the items was as follows:

Be Objective. All but three of the classes (5-2, 7-1, 8-1) showed definite improvement from pre to post test. Of those three, one (7-1) showed slight improvement and the others (5-2, 8-1) showed a loss. Final achievement was low for half the classes (2-1, 4-1, 5-1, 5-2, 7-1) and very low for one class (8-1). For the others, final achievement was moderate (3-1, 6-1, 9-1) to high (3-2).

Review and Summarize. Performance was measured on two elements of the substeps: double checking possible effects and summarizing. Performance varied for each item as follows: only one class (3-1) showed a definite overall improvement with moderate final achievement for checking and low final achievement for summarizing. One class (5-2) showed slight overall improvement with very low final achievement. Two (5-1, 8-1) showed no improvement overall with very low final achievement. One class (2-1) showed slight improvement with moderate achievement for checking, but slight improvement with low achievement for summarizing; one (3-2) showed definite improvement

with moderate achievement for checking, but slight improvement with very low achievement for summarizing. One (4-1) also showed definite improvement in checking but a low level of achievement, while it showed no improvement for summarizing with a very low level of improvement. The rest showed slight improvement for checking but a loss for summarizing (6-1); no improvement for checking and a loss for summarizing (7-1); and definite improvement for checking but no improvement for summarizing (9-1). All three of these classes showed very low levels of final achievement.

Change or reject. Each element was measured separately. Five classes (3-1, 3-2, 4-1, 5-1, 9-1) showed definite improvement overall with moderate final achievement for two (3-1, 4-1) and mixed final achievement as follows: high for change and moderate for reject (3-1); moderate for change and low for reject(5-1, 9-1): Two classes (2-1, 6-1) showed definite improvement for change, but no improvement for reject; both had moderate levels of final achievement. The three remaining classes varied in improvement from slight (7-1), to none (8-1) to a loss (5-2) in change and from slight (5-2, 8-1) to none (7-1) for reject. All three had very low levels of final achievement.

Objective 2 was measured by test item I, 6. It was measured by noting if students, in a given situation, indicated they would seek assistance from a knowledgeable other to attain objectivity. The results showed that six classes (3-1, 3-2, 4-1, 5-2, 7-1, 9-1) definitely improved in this item with three (3-1, 3-2, 6-1) having a moderate level of final achievement; two (4-1, 9-1) having a low level and one (7-1) having a very low level. One class (2-1) had no improvement with a moderate level of achievement. The rest (5-1, 5-2, 8-1) showed a loss in the item with 8-1 having moderate achievement and 5-1 and 5-2 very low achievement.

Objective 3 was measured by test item II, 4d, which measured application of the select substep; II, 4e, which measured the application of the commit substep and II, 4f, which measured application of the persevere substep. The results of each are as shown below.

Select. Six classes (2-1, 3-1, 3-2, 4-1, 5-1, 7-1) definitely improved with high final achievement for three (2-1, 3-1, 3-2) and moderate achievement for three (4-1, 5-1, 7-1). The rest (5-1, 6-1, 8-1, 9-1) showed a loss with moderate (6-1, 9-1) and very low (5-2, 8-1) levels of final achievement.

Commit: All but two classes (6-1, 8-1) showed definite improvement with final achievement at very high (2-1, 3-1, 3-2) moderate (4-1, 5-1, 5-2, 9-2) and low (7-1) levels. One class (8-1) showed slight improvement with a very low level of final achievement. The other (6-1) showed no improvement at a moderate level of achievement.

Persevere. Five classes (3-1, 3-2, 4-1, 7-1, 9-1) showed definite improvement with final achievement levels being very high (3-2) high (3-1) and moderate (4-1, 7-1, 9-1). Two classes (2-1, 6-1) showed slight improvement

with the former at a very high achievement level and the latter at a moderate achievement level. One (5-2) showed no improvement at a very low achievement level, and two (5-1, 8-1) showed a loss with 5-1 at a moderate and 8-1 at a low level of final achievement.

Objective 4 was measured by item I, 3, which called on students to list at least three course-given methods for persevering. The results showed that three classes (3-1, 3-2, 9-1) showed a definite overall improvement with a moderate level of final achievement in indicating three or more methods. Three classes (2-1, 4-1, 7-1) showed definite improvement in listing at least one method with achievement levels at high (2-1), very high (4-1) and moderate. These same classes showed slight (2-1) or no (4-1, 7-1) improvement in listing 3 or more methods with achievement levels being low (2-1) and very low (4-1, 7-1). Two classes (5-2, 6-1) showed slight improvement overall with very low levels of final achievement in listing three or more methods. One class (5-1) showed low overall improvement with low final achievement in listing three or more methods. The remaining class (8-1) showed a loss in naming at least one method with very low achievement and no improvement in a very low level of achievement in naming three methods.

In one class (2-1) the teacher and a visitor acted as objective references and the teacher reported that it went well. In another class (3-1) the teacher reported that he did not get 100% participation, although the observer reported that the lesson went smoothly with students working on task. (Note that this was a two-part lesson and only part one was observed in this class). The observer reported the same for 3-2, which was also observed for only one of two parts. In 4-1, the teacher prepared a special check list to use in carrying out the steps of this lesson. In one class (7-1) the teacher reported that students had no intention of contacting a knowledgeable other, though they did understand what was meant by persevere. In one class (6-1) the teacher reported that students seemed to understand the steps for judging.

Presentation:

Time. In four classes (2-1, 6-1, 7-1, 8-1) the teachers presented the lesson in one part instead of the two suggested. These took 50 (2-1); 40 (6-1, 33 minutes according to the observer); 45 (7-1) and 40 (8-1) minutes. The remaining classes received the lesson in two sessions: 3-1 took 23 minutes (13 for Part 1, plus 10 for Part 2); 3-2 took 46 (19 and 27); 4-1 took 40 (20 and 20); 5-1 took 36 (12 and 24); 5-2 took 29 (12 and 17); 9-1 took 28 (8 and 20).

Mode. Four classes (2-1, 3-1, 3-2, 8-1) used the teacher mode throughout. The remainder used the tape for most of the parts.

Student behavior. In two classes (3-1 and 2) the teacher reported that students did contact knowledgeable others (3/4 of them in 3-1; almost all in 3-2) despite hostility toward the course. In 4-1, the students were observed talking continuously throughout the lesson. In another class (6-1) the teacher

reported (and the observer corroborated) an undercurrent of talking during the class. The teacher attributed the talking to the nearness of graduation. The teacher and observer noted that the students worked on task despite the talking.

Teacher-recommended changes. In one class (2-1) the teacher suggested that the lesson direct the appointment of the teacher or another authority to act as the objective party (outside, knowledgeable other) during the "be objective" element of Part 3 of the lesson. The teacher felt that this not only allowed Step 4 to occur, it also ensured that the students' ideas were specific and related to their problems.

Instruction:

Part 1, Get ready. In two classes (6-1, 9-1) the teachers rated this part as especially good. In three classes (3-1, 3-2, 4-1) the students were observed responding correctly in recalling ways to be objective. The students were observed talking in 4-1 and 6-1. No other pertinent data.

Part 2, Focus on the person way of being objective. In two classes (6-1, 9-1) the teacher rated this part as "especially good." In 3-1 and 3-2 the students were observed listening attentively. In 3-2 the teacher was observed reminding the students that in writing Step 3 of the strategy, they must include the word "effects." In 4-1 and 6-1 the classes were observed to continue their talking. No other pertinent data.

Part 3, Apply Step 4 to students' action ideas. In three classes (2-1, 6-1, 9-1) the teachers rated this part as especially good. In one class (2-1) the teacher used himself and another teacher as an objective reference. In two classes (3-1 and 2) the teacher reported that students consulted outsiders even though they were hostile to the course. In one class (4-1) the teacher had devised a form for the students to use to complete Step 4. As he wrote and explained each item on the chalkboard, one student tried to agitate the class by making comments. This class and also 6-1 were observed to continue to talk. In the latter class the students consulted classmates to be objective. In one class, (7-1) the students did not consult others because they had not developed action ideas. In two classes (5-1 and 2) most students did not consult others. Those who did went to neighbors, friends, or family because they did not trust others. In one class (8-1) the teacher wrote several of the student ideas on the board and teacher and class acted as objective observers. In one class (9-1) the teacher stopped the tape, reemphasized what needed to be done, then replayed the tape.

A review of student materials indicated that in response to the lesson directions to check mark ideas that were ethical and change or reject those that were not, in only one instance did the entire class (3-2) respond by checking. About one half the class checked in 3-1 and only a third in 4-1. Only a few checked in most of the other classes with two (5-1, 7-1) showing no response at all. In only a few instances was there evidence of an idea being rejected or changed. Many students did not seem to have made out a worksheet for their actions.

Part 4, Review of Step 5, Act. All teachers reported no problem with this part. In one class (5-1) the teacher reported an outside disturbance but did not elaborate. In his other class (5-2) the same teacher reported playing some of the tape from the preceding part, because most of the students had not consulted an objective party. In both classes those who did consult others did not get outside of friends, neighbors, and family because they "don't trust others easily." In 6-1 the students were observed to continue their talking. No other pertinent data.

Part 5, Make a commitment. In two classes (2-1, 6-1) the teachers rated this part as especially good. In one class (2-1) the teacher used the tape and manual as a guide but deviated by interjecting his own examples. He felt it was most successful. In one class (6-1) the observer reported that half the class listened while the other half talked and two students had their heads down on their desks.

A review of student materials indicated that in four classes (2-1, 3-1, 3-2, 4-1) all but a few selected an action. In one class (6-1) about two thirds selected an action. In three others (5-2, 8-1, 9-1) about a third selected an action. In 5-1, only a few and in 7-1 only one selected an action to do. In many cases the students had apparently not made out worksheets.

Part 6, Ways of perservering (study book page 42). In two classes (2-1, 6-1) the teachers rated this part as especially good. Again, in one class (2-1) the teacher reported successfully interjecting his own illustrations. In one class (6-1) the students were observed still talking. In one class (7-1) the teacher reported that the students understood "perservere" and discussed Martin Luther King at length.

A review of student materials showed that in response to a request in the part to recall the course-given methods of persevering in only one class (3-2) did all but a few respond. In two other classes (4-1, 6-1) about two-thirds responded. In one other class (3-1) a little more than half responded. About a third responded in three other classes (5-1, 5-2, 9-1) there was little or no response in the three remaining classes (2-1, 7-1, 9-1).

When asked to select a way to use to persevere with their own ideas, the students responded as follows: in one class (4-1) most of the students selected a way, either preferring "talk to others" or "talk to self"; in three classes (3-1, 3-2, 6-1) about two thirds responded with 6-1 showing a preference for "talk to self and others." In four of the remaining classes (5-1, 5-2, 8-1, 9-1) only a few responded. In the other two (2-1, 7-1) no one responded.

Part 7, Close the lesson. In two classes (2-1, 6-1) the teachers rated this part as "especially good." In one class (6-1) the students were observed still talking. No other pertinent data.

RECOMMENDATIONS

Preliminary recommendations:

Time. Time did not seem to be a problem in this lesson. In fact, in most cases, the times are short enough so that the lesson can be expanded in those areas where the students seemed least responsive.

Mode. The choice between tape and teacher mode will be retained, though teacher mode will be recommended to speed up the lesson pace and facilitate interjection of more relevant illustrations where appropriate.

Objectives. It is recommended that the objectives as stated be retained.

Part 1. This part will be expanded to call on students to recall the three substeps of the Judge step. Elaborated feedback explaining each sub-step will be provided.

Part 2. This part will be expanded to include several examples of action ideas and the kinds of people who might be consulted to get objectivity for each.

Part 3. This part will remain basically the same. However, the Teacher's Manual directions will be amplified to ensure that all students have an opportunity to attain some degree of objectivity. Alternate methods will be more clearly spelled out for those who are reluctant to or won't or can't (due to time) consult authorities. Directions will be given to have the teacher or classmates check to see that each student has written the name of a consultant before leaving the class (that is, unless the consultation is to be done in the class using the teacher and classmates). It will also be suggested that the teacher might call in another school authority to act as consultant during the lesson. This, in effect, is what occurred in 2-1 when the teacher drafted a class visitor to help students be objective.

Part 4. This part will remain essentially unchanged except that the Teacher's Manual will be changed to include alternate ways to check that students completed Step 5: teacher check; self-check; or classmate check.

Part 5. Make a commitment. This part will remain basically the same. However, the Teacher's Manual will be changed to include directions to have either the teacher, a classmate, or student himself check to make sure that an action has been selected.

Part 6. This part will remain basically unchanged except that a list of other examples of people using ways to persevere will be added to the Teacher's Manual for use by the teacher if needed. The list will contain people more appealing to adolescents: sports, TV, or movie personalities who have espoused ways to keep going. The teacher will also be given the option to solicit personal methods from class if time is available.

Part 7. This part will remain essentially unchanged.

Final Recommendations:

General. The preliminary recommendations will be incorporated into the lesson with the following addition.

Further recommendations. The following change is recommended as a result of a staff review of the preliminary recommendations:

Part 7 will be revised to include a brief summary quiz on the three things done to complete the Act step. The quiz will be oral with the teacher calling on students to supply answers and giving corrective feedback.

External review. No changes suggested by reviewers.

Affirmative Action. No changes necessary.

General function and final objectives:

General Function. To provide practice and instruction in the use of strategy step 4, Judge, and step 5, Act in the value-initiative mode.

Objectives.

1. To be able to apply the three things you do to carry out the Judge step (Be objective, Review and summarize information, and Change or reject) for self-chosen action ideas which have not been used previously in the course.

2. To be able to spontaneously seek assistance from more knowledgeable others in achieving objectivity. (Tested)

3. To be able to apply the three things you do to carry out the Act step (Select, Commit, and Persevere).

4. To be able to recall at least three course-given methods which may be used to assist in persevering to accomplish/complete an ethical action. (Tested)

UNIT IV, LESSON 6 -- P2

ANALYSIS NARRATIVE AND RECOMMENDATIONS

GENERAL FUNCTION: To provide instruction and practice in the use of the sixth step of the Ethical Action strategy, Evaluate.

OBJECTIVE: To be able to apply the three things you do to evaluate an action idea which has been acted upon: (a) examine the action; (b) review use of strategy; and (c) consider the value.

ANALYSIS NARRATIVE

Effectiveness:

The objective was measured by three items on the unit test: Item II, 5a, which measures application of the Examine the Action substep; Item II, 5b, which measures the Review Use of the Strategy substep; and Item II, 5c, which measures the Consider the Value substep. Student performance on each of the items is as follows.

Examine the action. Half the classes (2-1, 3-1, 4-1, 6-1, 9-1) showed definite improvement with final achievement levels high for 2-1, low for 3-2 and 6-1 and very low for 4-1 and 9-1. One class (5-2) showed slight improvement with a very low level of final achievement; two (5-1, 7-1) showed no improvement with very low levels of final achievement and two (3-1, 8-1) showed a loss with very low achievement levels.

Review use of the strategy. Half the classes (3-2, 4-1, 5-1, 6-1, 9-1) showed definite improvement with moderate levels of final achievement for 3-2 and 6-1; low for 4-1 and 5-1; and very low for 9-1. One class (3-1) showed slight improvement with final achievement at the moderate level. Two (2-1, 7-1) showed no improvement with final achievement levels moderate and very low respectively. The two remaining classes (5-2, 8-1) showed a loss with very low final achievement levels.

Consider the value. Half the classes (2-1, 3-1, 4-1, 6-1, 9-1) showed definite improvement with moderate (2-1, 3-1, 6-1) and very low (4-1, 9-1) levels of final achievement. One class (3-2) showed slight improvement, with a moderate final achievement level. The rest (5-1, 5-2, 7-1, 8-1) showed no improvement with very low levels of final achievement.

In one class (2-1) the teacher reported that the lesson was good. In another (4-1) the teacher reported being surprised and pleased that a good number of students seemed to see the new concpets in the unit. In two other classes (3-1 and 2) the teacher reported students had no trouble evaluating. In a third (5-2) the teacher reported that the lesson was difficult for the group. In one class (7-1) the teacher reported that the students could not evaluate because they had not done the action. In fact, they hadn't looked at their self-made worksheets since the lesson in which they were made up.

This was corroborated by the observer. In another class (8-1) the students had also not done their actions, so the teacher asked that they role take their actions in order to evaluate. In one class (9-1) the teacher felt it went well.

Presentation.

Time. Five classes took less than 35 minutes to complete the lesson: 9-1 (20 minutes); 4-1(21); 5-2(25); 5-1(27), and 3-2(32). In one class (7-1) the teacher reported using 40 minutes though the observer reported him using only 29 minutes. In two classes (6-1, 8-1) the teachers presented a special modified version of the lesson, combining Lessons 6 and 7. One teacher (6-1) finished the lesson in two sessions of 50 and 14 minutes each though there was no indication of how much time was spent on each lesson. In the other class (2-1) the teacher reported using 65 minutes to complete the special version. In the remaining class (2-1) the teacher reported using 50 minutes for Lesson 6. Only in two classes (5-1 and 2) did the teacher complain about the lesson length. He felt Part 2 of the lesson was too long. One teacher (3-1) did not report a time for this lesson.

Mode. About half the teachers used the tape mode; the other half used the teacher mode.

Student behavior. In one class (5-1), the observer reported the students working more on-task than usual, listening to the tape and completing the activities. In another (6-1) the teacher reported that the students responded well. In another (7-1) the observer reported that the students "seemed to be in another world." In another (8-1) the students were observed working on-task, though the teacher was flustered by a bad experience on the way to school and omitted key parts of the lesson. In another class (9-1) the teacher reported that there were no problems except the "usual clowning around" by a few students.

Teacher-recommended changes. In one class (2-1) the teacher suggested that the lesson be teacher-only; that the tape be eliminated. In another (7-1) the teacher suggested that the narrator slow down.

Instruction.

Part 1, Get ready. In two classes (6-1, 9-1) teachers rated this part especially good. In two classes (5-1 and 2) the teacher reported that the directions presented by the narrator were too difficult; the students did not understand the narrator when she talked of the two uses of the evaluate data. The observer confirmed this. In one class (9-1) the teacher stopped the tape to explain the procedure and the two ways the evaluate information can be used.

Part 2, Evaluate action. In three classes (2-1, 6-1, 9-1) the teachers rated this part as especially good. In one class (5-1) the observer reported the student working on task (with a few exceptions). The teacher turned the tape off for two minutes to allow more time for writing. The teacher listed the general questions on the board for evaluating the uses of the steps. The same class was disrupted for two minutes when the teacher left the room. Then two students volunteered to share their step-use evaluations. Only half the class worked on task during the Consider the Value part of the step. In another class (5-2) the observer reported that the teacher again turned off the tape to allow the students two more minutes to examine the action. Only half the students reviewed use of the steps and none of these shared. Only half the students worked on-task considering the value, the rest talked among themselves. In one class (7-1) the students did not evaluate because they had not done any actions, because they had not thought of any. The observer reported that only two students worked on-task after the teacher stopped the tape to reexplain the directions. In another class (8-1) the students also had not done their actions, so the teacher asked them to role play in their minds. However, she did not give them time to answer the questions, or failed to refer to the questions and hence did not require them to answer. In another class (9-1) the teacher stopped the tape to explain the directions and to go over the questions asked.

A review of the student materials showed that the students responded to each of the three substeps of the Evaluate step as follows:

Examine the action. In four classes (2-1, 3-2, 4-1, 6-1) all but a few responded. In one class (3-1) about half responded. In one class (5-1) there were no worksheets for about half the class, and those who had them did not respond for the most part. In another (5-2) most did not respond. In another class (8-1) about a third of the worksheets were missing, and those who had them did not respond. In another class (9-1) about a third responded while the rest either had no worksheets or did not respond. In the remaining class (7-1) all but a few worksheets were missing and those who had them did not respond.

Review use of the strategy steps. In four classes (2-1, 3-2, 4-1, 6-1) all but a few responded. In one class (3-1) about two-thirds of the students responded. In three other classes about one-half (5-1) to one third (8-1, 9-1) of the students did not have worksheets. Of those who did, most responded in 5-1 and 9-1 but none responded in 8-1. In 5-2 most students did not respond. In 7-1 most had no worksheets and the few who did, did not respond.

Consider the value. In four classes (2-1, 3-2, 4-1, 6-1) all but a few responded. In 5-2 all but a few did not respond. In 3-1, half the class responded; in 5-1 only half the class had worksheets and most of these did not respond. In the remaining classes (7-1, 8-1, 9-1) those with worksheets did not respond for the most part.

Part 3, Close the lesson. In two classes (6-1, 9-1) the teachers evaluated this part as especially good. In one class (5-2) a student pointed out errors in the study book page identification (Unit V instead of Unit IV). The students responded negatively when the teacher asked if they would use the strategy in the future. In one class (7-1) the teacher used this part to review study book page 10 -- the strategy steps. In one class (8-1) the teacher was observed deviating from the Teacher's Manual by not reviewing the new concepts introduced in the unit and not informing students that this was their last formal use of the strategy. No other pertinent data.

RECOMMENDATIONS

Preliminary recommendations:

Time. It would seem that time was not a problem in most of the classes. Even those who presented Lessons 6 and 7 together seemed to have presented this lesson in about thirty minutes.

Mode. The teacher mode will be recommended for presentation to speed up the pace of the lesson and to allow for easier adaptation to individual situations. However, a tape option will be provided as backup.

Objectives. It is recommended that the objectives be retained as stated.

Part 1. The part will be revised to provide brief illustrations of people using evaluation data to improve their skills in judging the ethicality of potential actions. The cases will be in the Teacher's Manual and will be used in the oral review which is now in the part. As part of the feedback the teacher will reinforce points made in the previous units with regard to the purpose of evaluating in Ethical Action and the criteria used to evaluate an action; viz; the overall effects on those involved.

Part 2. The part will remain essentially unchanged. However, the Teacher's Manual will be expanded to suggest several alternatives for presenting the part to ensure that the students do evaluate. These would include: preparation of a special worksheet by the teacher for use with the students; having students work in pairs to ask each other the evaluate question; a teacher-led evaluation in which the teacher would call for a show of hands, where appropriate, with follow-up questions for volunteers.

Again, emphasis will be placed on the ethicality of the action as judged by the overall effects on those involved. Outcomes in terms of solving the situation will be downplayed.

Part 3. It is recommended that this part remain essentially unchanged.

Final recommendations:

General. The preliminary recommendations will be incorporated into the lesson with the following exception.

In part 2, emphasis will not be placed on the ethicality of the action, but will be placed on the purpose for evaluating; viz., you evaluate so you can learn to be a more skillful judge the next time you must take action. Outcomes, in terms of solving the situation, will still be downplayed.

Further recommendations. The following changes are recommended as a result of a staff review of the preliminary recommendations.

A statement will be added to the Teacher's Manual for part 3 to ensure that the tape be run forward to the end of the lesson if the teacher elects to not use all of the tape for the lesson.

Because the P2 version of the Unit IV test was very long (four pages) and required a lot of writing, it was decided to break the test into two parts to be administered at different times. Following this lesson will be a test specific to the new material introduced in Unit IV. This test will be quite short. In addition, an optional test will be provided covering the application objectives of the unit. Teachers who for privacy's sake did not check the students' performance on their personal record sheets may want to administer this test in order to determine whether the students did indeed master the application objectives. The overall course items on the P2 Unit IV test will be included in the end of course test which will be administered following Lesson 8, the last lesson of the unit.

External review. No changes suggested by the reviewers.

Affirmative action. No changes necessary.

General function and final objectives.

General function. To provide instruction and practice in the use of strategy step 6, Evaluate; to review new concepts presented in the unit and to prepare students for the unit test.

Objective.

To be able to apply the three things you do to evaluate an action idea which has been acted upon:

a. Examine the action
b. Review use of the strategy
c. Consider the value

UNIT IV, LESSON 7 -- P2

ANALYSIS NARRATIVE AND RECOMMENDATIONS

GENERAL FUNCTION: To offer an overview of the course and to review the definition of "ethical action," the Ethical Action Strategy, and ways to implement it.

OBJECTIVES:

1. To be able to apply the course definition of "ethical action" by determining whether given statements describe ethical actions and by indicating what component(s) of ethical action is missing in the statements judged not to describe an ethical action.

2. To be able to write a description of the Ethical Action Strategy which includes the six step names and ways to use the steps.

ANALYSIS NARRATIVE

Effectiveness:

Objective 1 was measured by test item I-7 of the unit test which called on students to identify the element of the Ethical Action definition missing in each of four subitems. The classes most often showing a definite improvement in the items were 2-1, 3-1, 3-2, 4-1, and 9-1 with final achievement levels at the moderate to high levels for these classes in most cases. The other classes varied across each item in both improvement and final achievement levels. The levels for each item are shown in Tables 1 and 2.

TABLE 1

Element Missing in The Test Item	Class Improvement Levels			
	Definite	Slight	None	Loss
Action	2-1, 3-1, 3-2, 4-1, 6-1	5-1, 7-1, 8-1		5-2, 9-1
Nothing	3-1, 4-1, 5-1, 6-1, 9-1		2-1	3-2, 5-2, 7-1, 8-1
Consider Others	2-1, 3-1, 3-2, 4-1, 5-2, 9-1	5-1, 8-1		6-1, 7-1
Consider Self	2-1, 3-1, 3-2, 4-1, 7-1, 9-1		5-1, 5-2	6-1, 8-1

TABLE 2

Element Missing in The Test Item	Class Final Achievement Levels				
	Very High	High	Moderate	Low	Very Low
Action	3-2	3-1	2-1, 4-1, 6-1, 7-1, 8-1, 9-1		5-1, 5-2
Nothing		3-2, 5-1	2-1, 3-1, 4-1, 6-1, 7-1, 8-1, 9-1	5-2	
Consider Others		3-2	2-1, 3-1, 4-1, 6-1, 9-1	5-1	5-1, 7-1, 8-1
Consider Self			2-1, 3-1, 3-2	4-1, 6-1, 9-1	5-1, 5-2, 7-1, 8-1

Objective 2 was measured by the Test Question on page 3 of the End-of-course Questionnaire. This item called on the students to describe how they would go about using the strategy and were asked to include all they knew. The results showed that in 3 classes (2-1, 3-1, 3-2) a majority of students had learned the strategy thoroughly. In one class (6-1) the majority of students had a functional knowledge of the strategy, while in two others (5-1, 9-1) the majority had at best a partially functional knowledge of it. In the remaining classes (4-1, 5-2, 7-1, 8-1) the majority of students had a basic to below basic knowledge of the strategy.

It should be noted that in all but two cases (8-1, 9-1) the students performance on the verbal ability test given before the course, correlated positively, though in varying degrees, to the student performance on the test item. In the case of one of the non-correlation classes (9-1) the students did not seem to take the questionnaire seriously.

In one class (2-1) the teacher reported that the lesson went quite well. The teacher felt that the students understood the definition of ethical action and its components. In another class (4-1) the teacher described the lesson as a "clear simple presentation." In another (5-1) the teacher reported that it went smoothly.

Presentation.

Time. In six classes (3-1, 3-2, 4-1, 5-1, 5-2, 9-1) the lesson took about 30 minutes or less. In one class (2-1) the teacher reported using

50 minutes (the observer reported 53) and in another (7-1) the teacher reported using 65 minutes. In order to complete the course before the close of the school year, in two classes (6-1, 8-1) the teachers presented a special modified version of the lesson, combining Lessons 6 and 7. However, there is no indication of how much time was spent on each lesson.

Mode. All teachers used the Tape Mode for Parts 1 and 2 and Teacher Mode for Parts 3 and 4 as provided. In 8-1, the tape became twisted, so the teacher read from the script.

Student behavior. In one class (2-1) the teacher reported that student attentiveness and response were good. In another (7-1) the teacher reported that this was the first time in many lessons that the class actually participated.

Teacher-recommended change. One teacher (3-1 and 2) suggested that the students be asked to list the strategy steps and substeps before seeing the filmstrip. Then, they should be asked to note during the strip what Keith says that shows he is using the substep. Feedback should include step names and what Keith said. This would force students to be analytical rather than just writing the names from memory, without analyzing what is happening. The teacher felt it should be an analysis exercise not a memory exercise.

Instruction:

Part 1, Get ready. In one class (9-1) the teacher rated this part as especially good. The others reported no problem with it. In one observed class (8-1) the students responded correctly when asked for the components of ethical action. Then, they talked among themselves as the teacher turned on the projector and began to give directions for the next part.

Part 2, Filmstrip. In three classes (2-1, 6-1, 9-1) the teachers rated this part as especially good. In 2-1, the teacher felt the strip was effective in that students could analyze how much they had learned. The observer reported that the students wrote the step names as directed, and that about half of them responded when the teacher asked them to call out the step names. In two other classes (3-1 and 2) the teacher reported that the strip held the students' attention, though he was surprised that only a few students had "100% success" in listing all the steps and substeps. In another (7-1) the teacher reported that the filmstrip was just the stimulus the class needed. In the one class in which the teacher read the script (8-1), the teacher reported, and the observer verified, that the steps were discussed as the script was read. In one class (9-1) the teacher reported that the students recognized the filmstrip as being from an earlier lesson, but most liked seeing it again. In one of the classes presenting the modified version (6-1) the students particularly enjoyed seeing the filmstrip and seeing that they learned something since the course began. A review of the student materials shows that in four classes (2-1, 3-1, 3-2, 4-1) all but a few responded. In one class (9-1) about two-thirds responded; in another (6-1)

only about half responded. In one class (5-1) only a third responded while in 5-2 only a few responded. In 7-1, only one responded (though the teacher report suggests that they responded orally); in 8-1 only one responded.

Part 3, Class discussion. In two classes (2-1, 6-1) the teachers rated this part espcially good. In one class (2-1) the teacher felt that students understood the definition because of the number of students who raised their hands during the discussion. The observer of this class reported that all students wanted to participate. In one class (3-2) the teacher reported that the discussion was perfunctory because students immediately spotted what was missing. In one class (5-2) the teacher reported some difficulty in the discussion which may have been caused by an outside interruption which was not identified. In 8-1 the teacher reported that she did not discuss further the steps and substeps discussed as she read the filmstrip script. She felt the students response had been adequate. However, the observer reported that the teacher omitted the discussion identifying the four components of ethical action. In one class (9-1) the students discussed at length the ethicality of the atomic bombing of Hiroshima in World War II. In another (6-1) the teacher reported that the students wanted to talk more about the strategy steps and some expressed their interest in and enjoyment of the course.

Part 4, Close the lesson. In two classes (6-1, 9-1) the teachers rated this part as especially good. In two classes (3-1 and 2) the teacher was pressed for time and so had the students do the first part of the Unit IV test before closing the lesson later in the day. The unit test was completed after Lesson 8. In one class (8-1) the teacher was observed omitting this part. No other pertinent data.

RECOMMENDATIONS:

Preliminary recommendations:

Time. Time seemed to be a problem in only two classes, 2-1 and 7-1. In the former, the class discussion took 34 minutes, according to the observer. In the latter, time spent on discussion may also have been a factor.

Mode. Because the audio tape is needed for the filmstrip in Part 2, the tape and teacher mode will be retained.

Objectives. It is recommended that the objectives be retained as stated.

Part 1. It is recommended that this part remain essentially unchanged.

Part 2. This part should remain essentially unchanged. The purpose of the exercise is to have the students identify the steps an substeps in context. It was not meant to be an analysis of the character's behavior as the teacher-recommended change suggests. However, the audio script would be revised to reflect those changes made to the filmstrip in Unit I, Lesson 2.

However, the audio script would be revised to reflect those changes made to the filmstrip in Unit I, Lesson 2. However, the audio script would

Part 3. Before proceeding with the discussion about the four elements of ethical action, the teacher would canvass the students to find out which strategy steps they had trouble listing substeps for. The teacher would briefly review the items under the steps, citing or calling on students to recall what Keith said in the strip to show that he was doing the step. The remainder of the part would remain essentially unchanged except for the inclusion of a study book page which would contain some brief examples of non-ethical actions with different components of EA missing. The students would be called upon to indicate what is missing from each and write the missing element on a separate sheet of paper. The teacher would provide feedback.

Part 4. This part should remain essentially unchanged.

Final recommendations:

General. The preliminary recommendations will be incorporated into the lesson with the following exception.

In part 3, when reviewing the items for which students had trouble listing substeps, the teacher will not call on students to recall what Keith said to show that he was doing the step. Instead, the teacher, using the audio script, will remind the students of what Keith said and then elicit from them what Keith was trying to do; i.e., what substep he was carrying out.

Further recommendations. A staff review of the analysis narrative did not produce any additional change recommendations.

External review. No changes suggested by reviewers.

Affirmative action. No changes necessary.

General function and final objectives:

General function. To offer an overview of the course and to review the definition of "ethical action," the Ethical Action Strategy, and ways to implement it.

Objectives.

1. To be able to apply the course definition of "ethical action" by determining whether given statements describe ethical actions and by indicating what component(s) of ethical action is missing in the statements judged not to describe an ethical action. (Tested)

2. To be able to write a description of the Ethical Action Strategy which includes the six step names and ways to use the steps. (Tested)

UNIT IV, LESSON 8 -- P2

ANALYSIS NARRATIVE AND RECOMMENDATIONS

GENERAL FUNCTION: To dispose students to employ the Ethical Action Strategy beyond the termination of the course.

OBJECTIVES:

1. To be disposed to list items indicating personal control, caring for others, and fairness as personally desirable characteristics.

2. To be able to recall three course-suggested personal characteristics or abilities which continued use of the SEA strategy is designed to enhance: acting consistently with one's values, acting in a way that shows genuine concern for others, and making fair decision.

3. To be disposed to evaluate positively the usefulness of the Ethical Action Strategy to them in their lives in the near future.

4. To be able to generate future circumstances where the individual would employ the Ethical Action Strategy.

ANALYSIS NARRATIVE

Effectiveness:

Objective 1 was measured by Item 1 on the End-of-Course Questionnaire. The results are as follows: In two classes (2-1, 3-1) over 70 percent of the students listed one or more of the traits of an ethical person as desirable. In one class (7-1) 53 percent listed one or more of the traits. In four others (3-2, 5-1, 5-2, 6-1) those listing desirable traits ranged between 35 percent and 50 percent. In two classes (8-1, 9-1) those listing traits were 26 percent and 23 percent respectively. The remaining class (4-1) scored much lower. However, the wording of this item was different for the class than for the others. For this class the item used the word "important," which apparently elicited value terms presented during the course instead of the traits of an ethical person. The item was subsequently revised before the other classes were given the questionnaire. In any case, the traits most often listed were "caring for others" and "being fair." "Personal control" was rarely mentioned.

Objective 2 was measured by unit test Item I, 8, which asked for ways in which people could expect to improve themselves if they used the Ethical Action Strategy often. The results showed that only one class (3-2) showed a definite improvement overall with final achievement being low to very low. Only four other classes showed a definite improvement in any of the ways to improve: 2-1, in "acting consistently with one's values" and "being fair"; 3-1, in "being fair"; 5-1 in "acting consistently" and "being fair"; 7-1 in "showing concern

for others." Achievement levels in these ways were low to very low except for "being fair" in 2-1 and 3-1; the achievement level here was moderate. For the remaining ways in these classes and for all of the ways in the rest of the classes, results showed either little or no improvement or a loss, with final achievement most often at a very low level.

Objective 3 was measured by Items 7 and 8 on the End-of-Course Questionnaire. Item 7 asked if the students had used the strategy outside of the normal course assignments. Item 8 asked about the students' anticipated use of the strategy in their future lives. The results are as follows. In only 3 classes (2-1, 7-1, 8-1) did a majority of the students indicate that they had used the strategy outside of the course. In two classes (5-1, 6-1) 48 percent and 45 percent respectively, indicated that they had used it. In three classes (3-2, 4-1, 5-2) between 15 percent and 31 percent indicated that they had used the strategy. In the remaining two classes (3-1, 9-1) an overwhelming majority indicated that they had not used the strategy outside the course.

With regard to future use of the strategy, in only one class (2-1) did a majority of the students (72 percent) indicate that they would use the strategy in the future; 50 percent would use it whenever a value problem occurred; 22 percent would use it only for some value problems. In the rest of the classes a minority of the students [between 4 percent (3-1) and 42 percent (7-1)] indicated they would use the strategy, with the majority noting that they were either uncertain about using it or would probably not use it in the future.

Objective 4 was an activity objective and was not measured. However, the teachers' reports and the student materials indicate that it probably was achieved in most classes. See Part 4 of the analysis below.

One teacher (2-1) reported that it was a good lesson. One teacher (6-1) reported that besides enjoying the lesson, the students shared instances of when they had used the strategy. Some students shared how they might use the strategy and some said they would come back to tell how they used it. Some said the course helped them improve their personalities. In another class (9-1) the teacher reported that even after the class some students indicated to him personally how they would use the strategy.

Presentation:

Time. In seven classes (3-2, 4-1, 5-1, 5-2, 6-1, 8-1, 9-1) the lesson took between 26 and 36 minutes to present. The teacher in 3-2 reported using 40 but the observer recorded only 35. The teachers in the remaining classes reported using 45 minutes (2-1); 42 minutes (3-1; though the observer reported 47); and 55 minutes (7-1).

Mode. Most teachers used the Tape mode for Part 1 and the Teacher mode for Part 2. The Teacher mode is prescribed for Parts 3 and 4.

Student behavior. In one class (3-1) some students were observed making negative comments before the class began, but were no problem during class. In another (4-1) the students were observed talking among themselves throughout the lesson. In one class (5-2) the teacher reported about fifteen absences.

Teacher-recommended changes. The teacher in two classes (3-1 and 2) recommended that the students share how they might use the strategy in the future.

Instruction:

Part 1, Get ready. In one class (6-1) the teacher rated this part as especially good. All the others reported no problem with the part. In one class (3-1) the students were observed responding correctly to a request for the four elements of ethical action. In another class (3-2) about half the class raised their hands to volunteer the elements. In another (4-1) two students correctly volunteered the four elements and the class responded in unison when asked for the six strategy steps.

Part 2, Personal characteristics survey (worksheet 17). In one class (6-1) the teacher rated this part as especially good. The rest all reported having no problems with the part. In two classes (3-1 and 2) the teacher was observed writing the characteristics of an ethical person on the board during the feedback. In another class (4-1) the students talked during the feedback. In another (8-1) the teacher reported that the survey went well. A review of the students' copies of worksheet 17 showed that in all of the classes most of the students responded to the survey (though it should be noted that about a third of the worksheets were missing in class 5-1 and 5-2).

Part 3, Class discussion (study book page 43). In four classes (2-1, 5-2, 6-1, 8-1) the teachers rated this part as especially good. In one class (2-1) the teacher reported that the students "really got into it." In two classes (3-1 and 2) the teacher indicated that the students had difficulty, though he commented that it was "not too difficult," but a "real challenge." He just felt it was good that they had to "work hard." This same teacher was observed remarking to the students that the lesson was not easy. One student misunderstood the directions for study book page 43. In this teacher's classes (3-1 and 2) the observer noted that most of the students agreed or disagreed as appropriate with the statements on page 43 and justified their choices. Volunteers also correctly identified the strategy steps related to the statements. The observer also noted that the teacher did not refer to Keith and the filmstrip when explaining how the strategy can help one act. In class 4-1, the students were observed still talking among themselves. In class 5-1, the teacher reported that the students were really involved. This same teacher reported that in 5-2 the discussion was fair and that the statement on page 43 had to be interpreted for the students because the "level of comprehension was too difficult" for them. In one class (6-1) the teacher reported that the discussion was very interesting. In another (8-1) the teacher reported including many other course concepts into the discussion, but did not specify which ones.

A review of the student materials showed that a few classes responded in writing (writing responses was a teacher option) to the opinion survey on page 43. In two classes (3-1, 4-1) almost all the students responded. In 5-1, about a third responded.

Part 4, Close lession. In two classes (2-1, 6-1) the teachers rated this lesson as especially good. The other teachers reported no problems with it. In one class (2-1) the teacher reported that the students really got into it, while the observer reported that the students worked on-task. This was also reported by the observer for classes 3-1 and 3-2. In one class (5-1) the teacher reported not finishing the part because of lack of time due to student involvement in the discussion in Part 3. In another class (6-1) the teacher reported that some students felt the course helped improve their personalities. In addition, they thought of ways they might use the strategy in the future and shared instances when they had already used it. In another class (9-1) the teacher reported that the students discussed future applications of the strategy privately with him after class.

When asked in the closing quiz to list the three things the course could help them do, the students responded as follows. In four classes (2-1, 3-1, 3-2, 4-1) almost all the students responded correctly with some omissions of the items, mostly in class 3-2. In one class (9-1) only about a third responded correctly. In the remaining classes very few responded correctly.

It's interesting to note that when asked to think of situations when they might use the strategy in the future, the students in half the classes wrote down the situations though not specifically asked to do so. There was a great variety of situations, but those most often cited involved problems at home and school, making career decisions; summer activities; to show a value; and situations involving cheating and stealing.

RECOMMENDATIONS

Preliminary recommendations:

Time. Most of the classes did complete the lesson in what could be considered a normal class period. Those who took longer may have done so because of prolonged discussions; the discussion in 3-1 took 34 minutes; in 3-2, 26 minutes. Therefore, a graphic device will be inserted in the Teacher's Manual to alert teachers of the need to control the length of the discussion.

Mode. The Tape and Teacher mode will be retained as is, so the teacher can have the audio tape as backup.

Objectives. It is suggested that Objective 1 be revised to include "acting consistently with one's values," since this item was included in the scoring of the End-of-Course Questionnaire. It is also suggested that "fairness" be changed to "being fair" to be grammatically consistent as well as to match our Unit I emphasis.

It is recommended that the remaining objectives be retained as is. However, it is suggested that the test item for Objective 2 be reviewed to determine if the wording used, "ways to improve themselves" might be too general to cue the desired response. Perhaps it should refer to "the traits of an ethical person" or "the things the strategy can help them do," which is the context in which it appears in the lesson.

Part 1. It is recommended that this part remain essentially unchanged.

Part 2. It is recommended that this part remain essentially unchanged.

Part 3. No major change is suggested for this part. However, it is recommended that the Teacher's Manual be revised to include an example for each way that the strategy helped a person. As part of the summing up, the teacher would read out the examples and the class would be asked to identify in which way the strategy helped.

Part 4. No major change is suggested for this part. However, it is recommended that the Teacher's Manual be revised to provide the teacher with the option to ask the students to share the ways in which they might use the strategy in the future.

Final recommendations:

General. The preliminary recommendations will be incorporated into the lesson.

Further recommendations. The following change is recommended as a result of further staff review of the analysis narrative.

The audio tape and teacher's instructions will be revised to include "shows personal control" in lieu of "personally in charge." This is recommended to make it grammatically consistent with the other qualities of an ethical person ("shows caring" and "judges fairly"). The quality "acts in keeping with values" will also be added to this list.

In Part 3, the class discussion, the teacher will link these four qualities to the four key words of ethical action and to the strategy steps, pointing out in summarizing the discussion how the strategy steps can help one to attain the four qualities of an ethical person. The list of things the strategy can help one do, used in the P2 lesson to summarize the discussion, will be dropped.

At the end of the lesson, an end-of-course test will be given, focusing on a thorough knowledge of the strategy and of the concepts that are reviewed in the last two lessons of the course. The new material covered in the earlier lessons in Unit IV will have been tested in the unit test that follows Lesson 6. (See recommendations for Unit IV, Lesson 6.)

External review. No change suggested by reviewers.

Affirmative action. No changes necessary.

General function and final objectives.

General function. To dispose students to employ the Ethical Action Strategy beyond the termination of the course.

Objectives.

1. To be disposed to list items indicating acting consistently with one's values, caring for others, being fair and being in personal control as personally desirable characteristics.

2. To be able to recall four course-suggested personal characteristics or abilities which continued use of the SEA strategy is designed to enhance: acting consistently with one's values, acting in a way that shows genuine concern for others, making fair decisions and being in personal control. (Tested)

3. To be able to generate future circumstances where the individual would employ the Ethical Action Strategy.